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ABSTRACT

This document consists of appendices to the report of pretest results and the posttest analysis plan for the quantitative component of the multimethod evaluation of the Head Start Bilingual Bicultural Curriculum Development Project. Appendix A provides criteria for scoring mean length of utterance for the bilingual syntax measure. Appendix B presents the examiner's manual. The parent interviewer's manual, including both parts and the supervisor's copy, are given in appendices C, D and E. Parent and teachers' questionnaires are offered in appendices F and G, respectively. Appendix H presents reliability estimates for tests selected for inclusion in the Child Test Battery. (Author/RH)

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An Evaluation of the Head Start Bilingual Bicultural Curriculum Development Project

PHASE III

PART II

Appendixes to the Report of the Pretest Results and Posttest Analysis Plan for the Quantitative Component

Juárez and Associates, Inc.
1100 Glendon Avenue, Suite 2005
Los Angeles, California 90024

February 28, 1980

PS 011561

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APPENDIX A

CRITERIA FOR SCORING MEAN LENGTH OF UTTERANCE FOR THE BILINGUAL SYNTAX MEASURE

(1) Use fully transcribed utterances; none with blanks. Use portions of utterances, entered in parentheses to indicate doubtful transcription. (2) Include all exact utterance repetitions. Stuttering is marked as repeated efforts at a single word; therefore, count the word once in the most complete form produced. In the few cases where a word is produced for emphasis or the like (*no*, *no*, *no*), count each occurrence. (3) Do not count such fillers as *mm* or *oh*, but do count *no*, *yeah*, *hi*, *ese*, *si*, or *hola*. (4) All compound words (two or more free morphemes), proper names, and ritualized reduplications count as single words. Examples: *birthday*, *rackety-boom*, *choo-choo*, *rompecabezas*, *abrelatas*, *cumpleaños*. Justification is that there is no evidence that the constituent morphemes function as such for these children. (5) Count as one morpheme all irregular pasts of the verb (*got*, *did*, *went*, *hice*, *fui*, *puse*). Justification is that there is no evidence that the child relates these to present forms. (6) Count as one morpheme all diminutives (*doggie*, *perrita*) because these children at least do not seem to use the suffix productively. Diminutives are the standard forms used by the child. (7) Count as separate morphemes all auxiliaries (*is*, *have*, *can*, *puede* , *ha*, *esta*); also all catenatives: *gonna*, *wanna*, *hafta*. The latter are counted as single morphemes rather than as the multiple morphemes of *going to* or *want to* because evidence is that they function so for the children.

Count as separate morphemes all inflections: for example, possessive (s), plural (s), third person singular (s), regular past (d), progressive (i).

APPENDIX B

Evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project

Examiner's Manual

August 22, 1979

Prepared by:

Juárez and Associates, Inc.
1100 Glendon Avenue, Suite 2005
Los Angeles, CA 90024

Portions of the directions for the following tests: Preschool Inventory, Bilingual Syntax Measure, Dímelo Tú, You Say It, and Escuchen Este Cuento have been taken directly from the publisher's instructional manuals.

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I. Introduction to the Bilingual/Bicultural Head Start Evaluation

In 1975 the Administration for Children, Youth and Families (ACYF; formerly the Office of Child Development) began a program to address the needs of Spanish Speaking Head Start children. This program, called the Spanish Speaking Strategy, reflects the Head Start philosophy that children develop best when they receive individual services. A major part of the Spanish Speaking Strategy is the development of four bilingual/bicultural Head Start curricula for preschool children. Each curriculum uses different approaches in helping children learn.

Juárez and Associates has been contracted by ACYF to evaluate the effectiveness of the four bilingual/bicultural Head Start curricula. The evaluation will investigate the possibility of implementing these curricula in various settings; the effect that each curriculum has on children, parents, and teachers; and the attitudes of teachers and parents toward the curriculum objectives. In addition, pamphlets will be developed that will describe each curriculum. These pamphlets will be made available to persons interested in developing their own preschool programs.

The evaluation is composed of four phases. The first phase includes the development of the evaluation design, the selection of sites by the curriculum model developers, and the preparation and/or selection of a test battery for children. The second phase focuses on trying out the test battery and the procedures for training field examiners. The third phase revolves around the collection of pre- and posttest information and the degree of implementation shown by each curriculum.

Lastly, Phase Four concentrates on the development of a non-technical report describing the evaluation results, and a set of pamphlets for Head Start staff and parents describing each curriculum model.

II. The Role of the Examiner ---How Do You Fit In?

Given the large scope of the evaluation, it is fair to ask how an examiner fits into the scheme of things, what the examiner's role is, and what his/her responsibilities are.

First of all, the role of an examiner is a very important one. The examiner's skills as a tester of young children can greatly enhance the quality of children's test responses. For the purposes of testing, it is helpful to have examiners who are familiar with the children's community and their language style. That is why Juárez and Associates has made every effort to recruit and select examiners from the local community. Second, an examiner's ability to test is critical to the evaluation. No matter how well a test is constructed, it must be properly administered if its findings are to be usable. Lastly, the examiner of young children must balance the changeability of a young child's behavior with the demands of the testing situation. The combination is a challenging one.

Examiner's Responsibilities

The principal responsibility of an examiner is the administration of the entire test battery. This includes giving children (1) the Circo Language Check in both Spanish and English, (2) Dímelo Tú and You Say It, (3) the Bilingual Syntax Measure in Spanish and English, (4) Listen to the Story and Escuchen Este Cuento, and (5) the Preschool Inventory in Spanish and English. Examiners will be instructed on how to code two tests, but will only score the Language Check, Listen to the Story and Escuchen Este Cuento, and the Preschool Inventory in Spanish and English. In addition, examiners will learn how and when to use a tape recorder for certain tests.

Before testing, examiners will collect student profile information on the age, ethnicity, and language preference of each of their assigned children. After the children have completed the test battery, examiners will package and return all test booklets and related materials to the on-site field supervisor. Examiners will also complete a series of forms (e.g., tester's log) and return those forms with the test materials.

III. Confidentiality

All professionals who have access to privileged information about their clients or patients are bound to a set of ethical standards which prohibit them from discussing personal information about a client without that person's permission. You as a trained tester are obligated to adhere to the same set of standards. Information that is gained about children or their families during testing, in interview sessions, or from teachers' comments is strictly confidential and should not be shared with anyone except the test supervisor. This includes children's test scores as well as other personal information. If anyone should ask you for such information about a child or his/her family, you should refer that person to the test supervisor. If a parent asks you a child's test scores, you should refer the parent to the test supervisor. If the parent presses you to tell him/her how the child did, you should answer that you think s/he did fine but that you are unable to interpret the test scores and that the parent should speak to the test supervisor.

Occasionally information which may seem unimportant - such as test scores that are not adequately interpreted - can even have negative effects on a child later on. For these reasons it is important that you take your responsibility seriously and that you are very careful not to pass on any information about children or parents who are involved in this evaluation.

IV. The Testing of Young Children

If you have worked with young children, you know that their attention span is not very long and that it is dependent upon the situation. You also know that young children can be easily distracted by a number of things. This makes testing difficult and requires that examiners be familiar with the special characteristics of young children and the demands of the testing situation.

Preschool children are at a stage of rapid development. They exhibit energetic enthusiasm and have boundless curiosity about themselves and the world around them. Many of the children in the evaluation will be experiencing school for the first time. Because of this, it is not surprising to find that their behavior is highly variable, changing over time and across situations.

A. The Importance of Rapport

Rapport refers to the degree to which the examiner and child relate to each other or get along. If good rapport is established between the examiner and the child, the child may be more motivated to respond to test questions.

Ideally, all examiners should have positive rapport with all children. But in reality this situation cannot exist for everyone. Each examiner and each child has his or her own unique way of approaching the test situation, interacting in the test situation, and responding to questions. The following hints for establishing positive rapport under testing conditions are offered.

(1) Before beginning the test, take a few minutes to get acquainted with the child. Talk about things not related to the test. Try to begin the testing naturally, as an outgrowth of the conversation.

(2) Use the child's first name frequently and try to develop good eye contact with the child. If the child is shy or restless, touch the child's hand to get his/her attention.

(3) Try to keep a smooth and easy pace that will keep the child interested in what you are doing.

(4) Encourage the child to respond through the use of positive body language and verbal expressions. See the section on reinforcement for details.

(5) Approach the testing situation as a normal and enjoyable experience.

B. The Use of Reinforcement

Reinforcement refers to strengthening a child's response to test questions by providing some kind of positive stimulation. Such phrases as "Good," "That's good, Juán," ("Bien," "Muy bien, Juán,") are examples of acceptable reinforcers. It is important that reinforcers be provided on a systematic basis. This means that the examiner should offer a positive comment after each response. This method will not only communicate to the child that the examiner values what the child says whether it is right or wrong, but will also guarantee that all children receive the same type of reinforcement at about the same rate.

It should be pointed out that reinforcement should be related to the demands of the different tests as well as to the examiner's style of test administration. Some tests provide for more leeway in the use of encouragement. Some are more restrictive. Keep this in mind when working with particular tests. Also, when using reinforcement, the examiner should employ whatever style is most natural. Not every examiner will reinforce in exactly the same way. It is important that every examiner remember to use the same general approach and to reinforce _after_ the child responds and not before.

C. Factors That May Influence the Testing Situation

Examiners should be prepared to deal with certain behaviors that may influence the testing of young children.

Typically, young children exhibit a relatively short attention span. The length of this span varies from child to child, but in general it is shorter than that of older children. Another important behavior that can influence testing is distractibility. Young children have a tendency to lose their concentration easily. Together, short attention span and distractibility can significantly affect an examiner's ability to administer a test.

If as an examiner, you are faced with children who have short attention spans and are exhibiting high distractibility, it is recommended that you first check the testing conditions. Is the testing location relatively quiet? Is the child feeling well? Is the physical environment a comfortable one for the child (adequate seating space, good lighting and ventilation)?

If these requirements have been met and the child is still not paying attention to the test, you might want to break for a few minutes. Talk about something other than the test, or have the child walk around and stretch his/her legs. After this pause, resume testing. If at this point the child still demonstrates a short attention span and you feel that further testing would be useless, you should terminate testing. If possible, test the child again at some later time. (See section IV.I. for instructions on how to terminate the test.)

Since many on-the-spot decisions must be made, it is recommended that you use your past experience with young children and make a judgment based on what is best for the individual child. If you are in doubt, consult with the test supervisor, who will be present for the majority of the testing sessions. Remember, the testing of children should be a positive experience for all involved.

A second set of factors that influence the testing interaction is the type of language a child may use. Although you are familiar with the language style of the community, you may find a child who uses different words or whose pronunciation is difficult to understand. In such cases you may want the child to repeat the word. It is advisable not to ask the child to repeat a word more than a few times. In the case of the language production and comprehension measures, you will have most of the dialogue on tape for further analysis if needed. Please write down in the Tester's Log any difficulties that may arise.

D. Uncooperativeness

What is meant by uncooperativeness? Uncooperativeness can be defined as the child's unwillingness to respond or participate as expected in a particular situation. However, if a child reacts to all items with the same response, regardless of the correct answer, this may indicate that the child really does not understand the question, or that the child would like to end the testing. (An example would be a child answering "Yes" both to "How many eyes do you have?" and to "What color is this?")

Refusing to answer questions immediately may be a sign of uncooperativeness. If the items are too difficult, the child may either stop answering altogether or refuse to answer one specific question. The refusal to answer questions that are too difficult is the child's attempt to avoid failure. To counter the development of a failure set, especially when the child is experiencing difficulty with the test, you should continue to reward the child for his/her effort rather than for the correctness of his/her response.

E. Shyness

What is shyness? Shyness can be defined as behavior which is frightened or passive. Shyness can be recognized when the child shakes his/her head, looks away to avoid eye contact, or just remains silent. Therefore, if a child is extremely shy, it is very important to establish rapport with the child before the testing so that s/he will feel comfortable with you as well as with the testing situation.

Some suggestions for establishing rapport are taking the child for a walk, holding the child's hand, or making the child laugh. If these do not work, tell the test supervisor.

F. How to Handle Uncooperativeness and Shyness

If the child repeatedly responds with "I don't know" at the start of testing, stop after three items in a row are answered in this manner and record the time and reason in the Tester's Log. You can help the child by taking a break and starting a conversation about him or her, taking a short walk together, playing a short game (e.g., Simon Says), etc. These activities will help relax the child and build rapport. If after the break the child still continues to respond with "I don't know," tell the test supervisor what is happening. The test supervisor will assist you in deciding whether to reschedule or end the testing.

If the child is comfortable in answering questions at first and later refuses to respond, or responds with "I don't know," you should try going back to questions that have already been answered correctly. If the child reacts to previously answered questions with a response other than "I don't know," you'll have a good idea that the child is having difficulty only with some test items, not with the testing in general.

G. Timing

The majority of the tests are untimed. However, with Dímelo Tú and You Say It, there is a time limit for writing down the child's story.

In general the time needed to administer a test may be different for different children. Approximate administration times are given for each test. These approximations are intended to serve as a general guideline. As a rule of thumb, go as slowly or as quickly as the individual child requires. For example, hurrying the child through the test may not give him or her a fair chance to show his/her ability. Going very slowly may make the test boring for the child. Your own judgment is the best guide for the appropriate pacing of the tests.

H. General Administration Guidelines

These general guidelines should be followed for optimum test administration:

(1) Be sure you have thoroughly reviewed and are familiar with all test directions and materials.

(2) If possible, practice administering the test to someone (adult or child) who will not be involved with the testing.

(3) Make sure you are in an appropriate testing environment:

- Relatively free of distractions
- Good working environment
- Adequate lighting and ventilation
- Clock or watch easily visible to examiner
- Child out of hearing range of other children who may be tested later.

(4) Check that you have available all the materials required

for the test (e.g., crayons, stimulus picture, tape recorder, etc.).

(5) Check through the test booklet to make sure it is complete.

(6) Before testing the child, fill in all required information on the cover of the test booklet.

(7) Administer the test according to the specific test directions and following the rapport and reinforcement guidelines.

(8) Try not to indicate the right answer to the child.

(9) After test administration, be sure to

- Record in minutes the time required to complete the test on the cover of the test booklet or coding sheet.
- Score the test if appropriate.
- Fill out the Tester's Log.
- Fill out the Socioemotional Form after sessions three and four.

I. Terminating a Test Before Completion

There are several reasons why you may have to terminate a testing session before the test has been completed.

1. The child may be overly shy or uncooperative.
2. The child may tire easily and refuse to respond after the first few questions.
3. The child may become ill or have a personal emergency.
4. A disruption in the testing session may make continuing the test impractical.
5. The child may require an inordinate amount of time to complete the tasks.

6. A child's handicap may interfere with your ability to test.

In all cases the most important thing is that you not convey to the child that you are frustrated or disappointed by your inability to complete the testing. Be careful that the child is not made to feel that s/he has failed the test. After putting aside the test materials, indicate to the child that there is no more time available for today but that s/he may have a chance to come back some other time. Return the child to the designated drop-off point, take the child's incomplete test folder(s) to the test supervisor and report the termination. Indicate to the test supervisor at this time why the test was terminated and whether you think you will need additional help in testing the same child next time. The test supervisor will decide whether to reschedule the child, and whether the same test should be continued. If you believe that you may be unable to improve on the child's performance at a second session, the test supervisor will either test that child or make the decision as to whether the child should be dropped.

V. Special Problems

A. Handicapped Children

A new federal law requires that all public schools - including Head Start - must include handicapped children who can profit from the educational experience. This means that you are likely to see handicapped children as a part of your job as a tester. Probably no more than one child in ten (10%) will have a handicap, and most of these handicaps will not be very serious. We believe that most handicaps will be speech or hearing defects or minor learning problems. All children are to be tested and you should follow all the normal procedures for testing even if the child has a handicap. However, you should make every effort to ensure that the child has the best chance to answer all the questions on the test. This means that if the child is hard of hearing you should speak very clearly, raise your voice a little if necessary (don't shout!), and speak to the child's best side. If the child has a speech defect, listen very carefully and allow the child to point or do anything else that will help you to understand her/him. Ask the child to repeat only when absolutely necessary. If the child is a slow learner, be sure to give all directions very carefully and slowly, pointing whenever possible and allowing the child plenty of time to answer. You should repeat directions if necessary.

If after trying all of these things you are unable to test the child accurately, contact the test supervisor. However, be careful about how you do this. Do not do anything to indicate to the child that s/he has failed. Tell her/him that s/he did fine and that there may be a chance to do more tests later. Return the child to the designated place and then notify the test supervisor that you were unable to complete the testing.

VI. Orientation to El Circo/Circus Test Measures for Young Spanish Speaking Children

El Circo, developed by Educational Testing Service (ETS), is one of the most comprehensive battery of tests especially designed for young Spanish speaking children in the United States. The Circo tests are based on a similar battery of tests for English speaking children called Circus. The similarities between Circo and Circus vary from one test to another. It is important, however, to emphasize that Circo and Circus subtests are considered to be parallel tests and are not equivalent to each other. That is, the Circo and Circus subtests share many things in common with each other but cannot be matched item by item.

All Circo tests have been screened by Chicano, Puerto Rican, and Cuban American educators. They have recommended that the test be administered by persons (a) fluent and literate in the language of the particular test and (b) experienced in working in the language of the test with Spanish speaking children of the same geographic area. No special training in psychology is necessary.

The following Circo/Circus instruments will be used during the evaluation study.

CIRCO

- Language Check
- Escuchen Este Cuento
- Dímelo Tú (Part IIA; III)
- You Say It (Part IIA; III)

CIRCUS

- Language Check (translated version)
- Listen to the Story

VII. El Circo Language Check Prescreening

The Circo Spanish Language Check is a sixteen-item individually administered pre-screening device designed to measure comprehension of simple questions and commands. It is intended to determine if the child has the appropriate vocabulary to take the rest of the Circo measures. The English version of this measure has been translated from English into Spanish by Juárez and Associates staff.

Responses to the Language Check are scored for correctness and for the language mode (either Spanish, English, mix, or non-verbal) used by the child. It is very important that both aspects of the responses be scored so that language switching in Spanish and English is accounted for.

Administering the Language Check

The Language Check is individually administered and is the first test of the Circo/Circus series. In several ways, the Language Check is ideal for initial interaction between the examiner and the child. The first items on the Language Check are questions someone might ask a young child on their first meeting. The rest of the questions offer an opportunity to build rapport. The simpleness of the items provides a success experience that can help reduce any initial fears the child may have. The examiner should use the Language Check as an opportunity to get to know the child and make him/her comfortable. The child should feel free to talk about the circus picture used in the Language Check or about topics not specifically addressed in the test.

The purpose of the Language Check is to help the examiner determine if the child can be appropriately tested in Spanish or English. Children must answer at least ten of the sixteen items correctly, four of which must be in the language of the test. If child does not meet this criterion in either Spanish or English, s/he should not be tested any further.

Administration guidelines for the Language Check are as follows:

(1) Before testing children, you should become familiar with the scoring guide. This is important because you must score responses as you administer the test.

(2) When scoring children's responses, make sure to mark for correctness for items 1, 2 & 3 and for both correctness and language mode for items 4 through 16.

(3) Make sure that the first administration of the Language Check is in the child's preferred language. If the child does not meet the above criterion (10 correct, 4 of which are in the language of the test), administer the Language Check in the child's second language. If the child cannot meet the criterion in the second administration, s/he cannot be tested further.

(4) Be careful not to cue the child accidentally by pointing to the answer on the picture. For example, for item #13, when pointing to the man be careful not to point directions to the balloon.

(5) When pointing to items in the picture be careful that correct items are cued.

(6) Item #1 ("Sit down, please") is particularly tricky. Be careful not to inadvertently cue the child through body language.

VIII. Introduction to Oral Language Production

Oral language production is considered to be a very important area of development for preschool children. It becomes doubly important for bilingual programs because of the dual nature of language development and instruction. Oral language production will thus be assessed by a variety of tests. Depending on the test order, each child will be given (1) Dímelo Tú/You Say It and (2) the Bilingual Syntax Measure (BSM, English and Spanish).

When administering oral language production measures you should adhere to the following guidelines:

(1) Make sure you administer the test in its target language. Try not to mix languages.

(2) In those sections where language samples must be written verbatim, try to write down exactly what the child says.

(3) You must record on tape Parts II and III of Dímelo Tú and You Say It as well as the entire administration of the BSM.

(4) Point to the stimulus pictures in the manner indicated by the test directions.

(5) In order not to distract the child, show only the picture relevant to the question asked.

(6) If a child does not answer a question, wait a few seconds, then repeat the question gently and a little more slowly than the first time. If there is still no response, smile and continue with the next question.

(7) If a response was not heard or understood, lean closer but do not look directly at the child, cup a hand to an ear (or make some other appropriate gesture), and say: "Hmm?... I didn't hear you." Pause, then repeat the question. If there is still no response, go on to the next question.

(8) Sometimes children point rather than speak. For questions where this might occur, act as if the child's response had not been heard, and proceed as suggested with the "I didn't hear you" technique.

(9) If a child responds simply "Because" to a "Why?" question, ask "Because why?"

(10) Try to maintain a natural flow of conversation throughout the testing.

A. Tape Recorders

Each examiner will be given a tape recorder which will be checked out to the examiner. The test supervisor will register whom the tape recorder has been checked out to, the model number, and the make. It is important that you do not misplace your assigned tape recorder because you will be held personally responsible for it. Make sure you do not leave the tape recorder unguarded. Also, please do not allow the child to play with the tape recorder.

Many of the children that you will be testing have never seen a tape recorder. If it becomes apparent that the child is inquisitive, it would be a good idea to record the child's voice and explain the use of the tape recorder prior to testing. This can be a very simple procedure. The examiner will say to the child, "Would you like to hear your voice?" If the child would like to hear his/her voice a second time, the examiner should say, "I will record your voice again after I ask you a few questions. Then we will listen to your voice." If the child becomes inquisitive during testing, tell the child that s/he will listen to his/her voice after answering a few questions.

The tape recorder should be in view only if it is required for a particular test. Also, during testing, the tape recorder should be on either the right or left side of the table, whichever is most comfortable for the examiner. It should not be directly facing the child.

The test supervisor will distribute tapes to each examiner before testing begins. Use one side of each tape for each child. Be sure that each side is used for only one child. You are to write the following information on the tape:

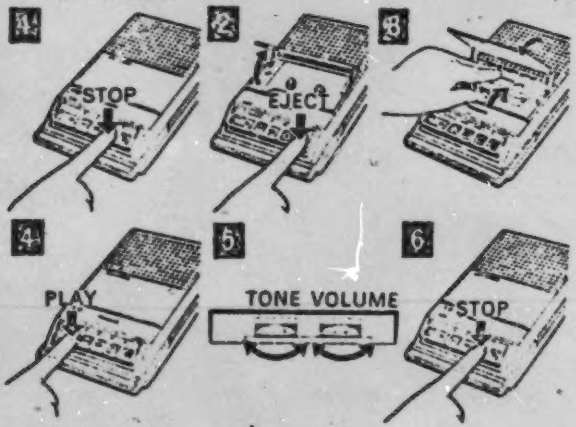
1. Examiner's name
2. Child's name
3. Date
4. Test recorded: for example, Dímelo Tú, You Say It, BSM-E and BSM-S. The order in which the tests are given should also be written on the tape.

Remember, you will be taping all of the BSM-E and BSM-S, and Part III Narration and Follow-up to the Narration for Dímelo Tú and You Say It. All tapes are to be returned to the test supervisor when all testing is completed. If you misplace a tape, please tell the test supervisor.

B. Operating Instructions for the Tape Recorders

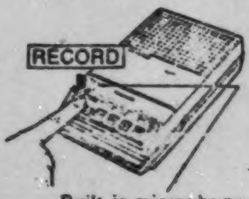
Note: Each examiner is personally responsible for the proper operation of the equipment, and for any damage, abuse, or misuse of it. Be sure to sign the register for borrowed equipment. We appreciate your handling the equipment with care.

◼ PLAYBACK



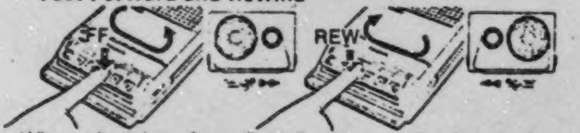
◼ RECORDING

•Recording with the built-in microphone



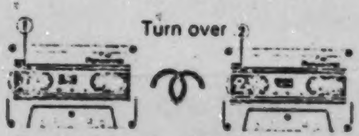
Built-in microphone

• Fast Forward and Rewind



When changing from Fast Forward to Rewind or from Rewind to Fast Forward, be sure to push the Stop button.

•Double-track recording system



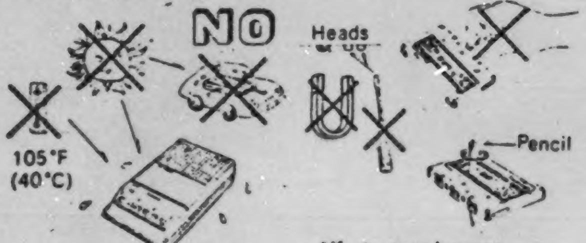
The double-track system means that recordings can be made on both sides of the tape separately.

•Erasing of recordings

When a new recording is made, the previous recording will automatically be erased and only the new recording will remain.

Notes:

- If the surfaces are extremely dirty, apply a slight amount of alcohol to the cloth.
- Do not clean the cabinet of this unit with benzine or thinner. Clean it with a cloth dampened with soapy water.
- Avoid the followings



*If the tape loosens.

IX. Bilingual Syntax Measure

The Bilingual Syntax Measure (BSM) was developed by Harcourt, Brace, and Jovanovich, Inc., for two reasons: (1) to assess the English and Spanish oral proficiency of children and (2) to determine English and Spanish language dominance efficiently and in a short period of time. For the purpose of this evaluation, the BSM will be administered in English and Spanish to assess first and second language acquisition.

The BSM is designed principally for pre-primary and primary school-age children. In order to stimulate children to speak, simple questions are asked about some interesting cartoon-type pictures. Both versions of the BSM require a 10 - to 15-minute individual administration, depending upon how quickly the child responds, how long the child's responses are, and how quickly the examiner can write them down.

In general the BSM consists of (1) making the child feel at ease by showing pictures and asking preliminary questions; (2) asking 25 test questions with appropriate pictures; and (3) recording and writing verbatim what the child says.

A. Materials

(1) One picture booklet for the examiner.

(2) One Child Response Booklet for each child to be tested. The examiner must ensure that the appropriate booklet is available for the language version that is being administered. (BSM-E letters are printed in green and black; BSM-S letters are printed in brown and black.)

(3) Tape recorder and tapes.

(4) A supply of well-sharpened pencils with erasers.

B. Specific Instructions for Administration

1. Asking the BSM Questions

(1) Before and during the administration of the test, speak only English or Spanish, depending upon the test version that is going to be administered to the child.

(2) To establish rapport with the child, let him/her see the cover of the Picture Booklet. Simple comments and questions about the cover picture will help you break the ice. Do not tape-record or write any of the child's responses or comments during this initial rapport-building period.

(3) The examiner need not worry about having to encourage the child to give any particular type of verbal response. For example, for the question "Why is s/he so fat?" the response might be "Cause s/he drink beer," or "Him/her ate a lot of junk." Any of these responses would be written down. They all indicate the child's oral proficiency in English.

(3.5) El examinador(a) no deberá esperar que el niño(a) provea una respuesta específica. Por ejemplo, a la pregunta "¿Por qué es él tan gordo?" puede haber varias respuestas apropiadas como, "Porque comió mucho, o "Porque así nació." Estas respuestas del niño(a) y cualquier otra se deberán anotar ya que pueden usarse para medir el nivel de proficiencia gramatical en español.

(4) The Child Response Booklet contains all of the questions for the BSM.

(5) The instructions for the examiner are always in green for the BSM in English and in brown for the BSM in Spanish. Questions printed in black are to be read to the child.

(6) Preliminary Questions appear at the beginning of some sets of questions. They are used as "warm-ups" to familiarize the child with each new picture and to start the conversation. Do not write any of the child's responses to the Preliminary Questions. Do not pause between the Preliminary Questions and the Test Questions, just continue on smoothly and start writing the child's responses to the Test Questions where indicated.

(7) Ask the Test Questions exactly as they are written and point to the picture as precisely as possible as indicated in the instructions in the Child Response Booklet. This is to ensure that the same questions are asked of all children.

(8) Each set of questions refers to one or more pictures in the Picture Booklet. The pictures to which the questions refer are indicated at the beginning of each set of questions. In order not to distract the child, show only the picture(s) relevant to the questions being asked.

(9) Most questions require pointing to some part of a picture while they are being asked. Instructions for this are given to the examiner in color above each question.

(10) Underlined words in the Test Questions should be stressed.

(11) At the end of each group of questions, there is a sentence to aid in making the transition to the next picture. Another sentence may be substituted if desired.

2. Preliminary Screening

Some children may not be able to understand or answer the questions. To avoid having them sit through a potentially unsuccessful experience, proceed as follows:

(1) Go through the Preliminary Questions and the first five Test Questions as for all children.

(2) If the child offers a response to only one or two of the first five Test Questions, stop the test.

(3) Check the box underneath Question 5 marked "BSM discontinued" and give the reason in the blank space there. The reason is requested because some children cannot continue because of shyness, illness, etc., and it would unfair to say that these children speak almost no English or Spanish. Note the reason on your Tester's Log.

(4) If the child appears to comprehend but is uncooperative, restless, etc., discontinue testing after Question 5 and try again at another time.(See section IV.I for instructions on how to reschedule tests.)

3. Writing the Child's Responses

(1) Fill in the pupil information requested on the front cover of the Child Response Booklet before beginning to administer the BSM.

(2) The examiner will write down as accurately as possible the child's responses as well as tape-record all BSM dialogue. Before beginning the test, make sure to note on the tape the examiner's name, child's name, the name of the test, and the

language version of the test.

(3) Write the child's responses where indicated on the lines to the right of the questions. Try to fit the responses on those lines; however, if necessary, you may also use the spaces underneath the lines.

(4) When writing the child's responses, it is essential that exactly what the child says be written down, even though it may seem strange to write ungrammatical phrases and sentences. For example, "Her happy cause her dance," while ungrammatical, should be recorded just as said by the child.

(4.5) Al anotar las respuestas, es totalmente necesario que se escriba exactamente lo que diga el niño(a) aunque parezca extraño escribir oraciones o frases gramaticalmente incorrectas; por ejemplo, "La hombre está gorda," o "Perro comer." Con un poco de experiencia el examinador(a) se acostumbrará a este procedimiento.

(5) If the child points or gestures to help answer a question, indicate in parentheses where the child pointed or what gestures were made. For example, a child's response may be written like this: "He (points to fat man) in there (points to fat house)," or "She do (make flying gestures)."

(5.5) Si el niño(a) señala o utiliza otros gestos al contestar alguna pregunta, se deberá anotar entre paréntesis exactamente las señas que hizo o hacia donde señaló. Por ejemplo, alguna contestación puede ser anotada así, "El (señalando al hombre gordo), allí (señala la casa grande)"; otro ejemplo sería, "Ella (hace señas de volar)."

(6) Sometimes a child will answer a question partly or entirely in a language other than that being tested. If this happens, write that response in the language used by the child.

(7) Sometimes a child may not answer a question at all. In that case, simply write "NR" (No Response) in the space designated for that response.

(8) Sometimes children will offer comments that do not refer to a Test Question. For example, "There's a turtle" or "She's pretty." This probably indicates that the child feels comfortable and is enjoying the experience. Respond to such comments naturally to maintain the conversation, but do not write them down.

(8.5) No es raro que el niño(a) comente sobre aspectos que no están directamente relacionados con las preguntas, diciendo cosas como "Allí está un pajarito" o "Tiene una corona." Probablemente esto significa que el niño(a) se siente estimulado en su participación y que disfruta del examen. El examinador(a) deberá responder a estos comentarios de una forma natural, pues es importante mantener el interés del niño(a) en continuar con el examen. Sin embargo, esta clase de comentario que no responde directamente a la pregunta no debe anotarse.

(9) If a child uses three or four clauses to respond to a question, only one or two clauses need be recorded. For example, to the question "Why is she happy?" a response might be "She dancing. She not have to work and he the father." Write only "She dancing." If desired, "She not have to work" may also be recorded.

(9.5) Si el niño(a) responde con una serie de tres o cuatro frases en vez de una solamente, se deberá escribir únicamente una o dos frases. Por ejemplo, a la pregunta "¿Por qué está contenta ella?" el niño(a) puede contestar "Porque está bailando, no tiene que trabajar, le gustan las flores." En este caso solo se anotará "Porque está bailando," o posiblemente también "No tiene que trabajar."

(10) Use a dash to indicate a pause in a child's response. In answer to the question "What happened to the king's food?" the answer might be "The dog (pause) he ate it." This should be recorded "The dog--he ate it."

(10.5) El examinador(a) deberá utilizar una raya para indicar una pausa en la respuesta del niño(a). Al contestar la pregunta "¿Qué pasó con la comida del rey?" la respuesta podría ser "El perro--él se la comió."

X. Dimelo Tú - You Say It

Dímelo Tú and You Say It are part of the Circo/Circus series of tests developed by the educational Testing Service. The purpose of these measures is to assess children's oral language abilities in Spanish and English. Although Dímelo Tú and You Say It resemble each other in design and format, they are not direct translations of each other. Each test uses different materials and pictures as the basis for questions.

For the purpose of the evaluation, only Parts IIA and III will be used. Part IIA requires the child to describe a pencil (English version) or a button (Spanish version). The examiner then writes down what the child says. In Part III the child is asked to make up a story about a classroom scene (English version) or a yard scene (Spanish version). The examiner then writes down everything the child says for a three-minute period. Follow-up questions are asked so that additional information about the child's language development can be obtained.

To ensure the accuracy of the children's responses, examiners will tape-record all children's narrations and follow-up responses. Examiners need not concern themselves with scoring Dímelo Tú and You Say It. This will be done at the offices of Juarez and Associates in Los Angeles, California.

A. Materials

1. Dímelo Tú

a. Test booklet.

b. One red button (1" in diameter) with four holes.

c. Color picture of front yard scene.

2. You Say It

a. Test booklet.

b. One red crayon.

c. Color picture of school room scene.

B. Specific Instructions for Administration

(1) Write child's name on cover of test booklet.

(2) Read questions clearly and distinctly and maintain an easy, connected pace so that the children can understand you. (Directions printed in light type are for examiners only; directions printed in dark type are to be read to the child.)

(3) If you see a word or phrase in parentheses, you have the option of using that word. For example, "enseñame el perro que está ENCIMA (ARRIBA) de la pelota." Some children may not know what encima means but will know what arriba means in this context. You should use you own judgment in selecting a word or phrase.

(4) Try not to give the answer away by pointing to correct responses. When the test instructions call for a cue of a picture, make your gesture general so that you avoid making a direct link between cue and answer.

(5) For Part III you will tape-record as well as write down the child's description of the classroom or yard scene. There is a time limit for writing down the child's story. Stop writing the story after three minutes have passed but leave the tape-recorder on until you have finished the follow-up questions.

XI. Escuchen Este Cuento - Listen to the Story

Escuchen Este Cuento and Listen to the Story have been designed by the Educational Testing Service to measure the child's ability to listen to, remember, and comprehend a story. The tests provide information on various aspects of the child's ability to communicate and to benefit from instruction presented in Spanish and English. In addition, Escuchen Este Cuento and Listen to the Story have been selected for our test battery because they test several items in the concept development component, thus strengthening the battery in that area without requiring the use of an additional test. Special consideration was given in translating the Listen to the Story/Circus test into a standardized style that would be familiar to young Spanish speaking children.

Our modified version of Escuchen Este Cuento/Listen to the Story contains 15 items. We modified the original version of this test to include only those items that measure the child's comprehension in Spanish and English. Those items that required the child to make inferences and interpretations based on what s/he had heard were eliminated. The modified items center around a story in which children plan to attend a circus and then actually go. These items are designed to test for simple comprehension of the story line.

A. Materials

a. One test booklet with pictures.

b. One teacher's edition with pictures.

c. One child-sized pencil for marking pictures.

d. Practice examples.

B. Specific Instructions for Administration

(1) All materials should be placed on the table prior to the child's arrival for testing.

(2) You should sit across the table from the child.

(3) Before the test is given, you should familiarize yourself with the practice materials.

(4) The practice examples should be given to the child prior to the administration of the test.
-- Make sure the child has marked the correct box in the practice examples.

(5) Example items (practice materials) are provided before the test begins; you may help the child locate and mark correct example answers. Let the child mark the correct response in whatever way s/he desires. For example, the response can be an X or an O. Do not help the child locate the correct answer when the test begins.

(6) The test should be given at one sitting if at all possible. If the child loses interest and becomes inattentive, you may take a break and continue the test later. Try not to begin a test unless you are sure there will be enough time to complete it.

(7) Read the directions clearly and slowly and make sure the child is listening and understanding. Be careful not to give clues to the correct answer.

(8) Make sure that you have turned to the correct page before reading him/her the question.

(9) Allow enough time for the child to mark the answer.

(10) Make sure that you have covered whatever item you are not asking the child with an index card for both tests.

(11) Avoid repeating a question after the child has marked the response.

(12) If the child wishes to change an answer, erase the first choice for her/him and have her/him make a new mark.

C. Scoring

(1) Each examiner will be given a teacher's edition in Spanish and English. The examiner is to score each item as correct or incorrect according to the teacher's edition. In the right margin next to each child's response the examiner should mark correct (C) or incorrect (I).

(2) The examiner is to count all correct responses and write the total of correct responses over the total number possible on the cover page of the child's booklet. For example, if the child answered 10 out of 15 correct, the examiner will write $\frac{10}{15}$ on the cover page as the child's score.

XII. Preschool Inventory (Form B)

The Preschool Inventory (Form B) is a thirty-item assessment and screening procedure in English and Spanish developed by the Stanford Research Institute as an abbreviated version of the Preschool Inventory, Revised Edition (64-item version). It was designed for use with three, four, and five year old children, including Spanish speakers for the Spanish-language version. This test assesses language development and general cognitive skills and concepts: in particular the child's ability to speak, comprehend, and follow directions, as well as his/her knowledge of number concepts and ordination. It requires children to name parts of the body, to show the examiner the parts named, to copy designs, and to label objects. The Inventory was designed to be administered individually and takes about 15 minutes.

The Preschool Inventory has been strongly recommended because it is highly sensitive to educational intervention and has been used widely in Head Start centers, preschool training programs, and several research projects.

A. Materials

a. PSI Testing and Scoring Booklet.
b. A sheet of blank paper.
c. A child-sized pencil.
d. Three small metal or plastic cars -- red, yellow, and blue.

e. Eight large crayons -- red, orange, yellow, brown, green, blue, purple, and black (e.g., Jumbo Washable). The colors must be clearly distinguishable.

f. Ten checkers, all one color.

g. Three paper boxes (1 black with a 2-1/2" base, 1 green with a 3" base, and 1 white with a 3-1/2" base).

B. Specific Instructions for Administration

(1) Read and be familiar with all directions and materials prior to testing. The exact words you are to read to the child are printed in UPPERCASE LETTERS with guidelines for administration procedures in lower case letters.

(2) Before beginning the test, check that you have all the materials needed (including the appropriate booklet for the language version that is being administered).

(3) Test materials should be on top of the table to one side.

(4) Fill in all required information on the cover of the test.

(5) Sit across from the child.

(6) Before beginning the test, take a few minutes to get acquainted with the child (see section IV.A. on establishing rapport).

(7) Before starting the test, record the time started on the Tester's Log; when the last question is completed, record the time finished.

(8) Before scoring the test, be sure to read the section on Definitions and Scoring Procedures.

C. Definitions and Scoring Procedures: Codes

Each response is scored (coded) according to its accuracy, regardless of the language being used.

C = CORRECT	R = REFUSAL
W = WRONG	NR = NO RESPONSE
DK = DON'T KNOW	TE = TESTER'S ERROR

The type of response may be recorded in the scoring booklet by circling the appropriate letter. If the child's response is given verbally, you must write it in the Child's Response column.

C = CORRECT

The child responds correctly to the question or command.

Example:

WHICH OF THESE TWO GROUPS HAS MORE CHECKERS IN IT?

child: Points to the group with eight checkers saying, "eight checkers."

WHICH OF THESE . . .	[✓ C]	W	DK	R	NR	eight checkers
	1	2	3	4	5	

Ejemplo:

¿CUAL DE ESTOS DOS GRUPOS TIENE MAS FICHAS?

niño: Señala al grupo con ocho fichas diciendo, "este tiene más."

¿CUAL DE ESTOS . . .	[✓ C]	W	DK	R	NR	este tiene más
	1	2	3	4	5	

In the examples above, the additional information is acceptable. Code Ⓒ indicates the child's answer is correct.

W = WRONG

The child gives a response that is absolutely wrong or fails to complete the task correctly.

Example:

WHICH OF THESE TWO GROUPS HAS MORE CHECKERS IN IT?

child: Points to the group with two checkers;

WHICH OF THESE . . .	C	[✓ W]	DK	R	NR
	1	2	3	4	5

Ejemplo:

¿CUAL DE ESTOS DOS GRUPOS TIENE MAS FICHAS?

niño: Señala al grupo con 2 fichas.

¿CUAL DE ESTOS . . .	C	[✓ W]	DK	R	NR
	1	2	3	4	5

DK = DON'T KNOW

The child either says s/he doesn't know, "I can't," or shrugs his/her shoulders ("Yo no sé," "No puedo," o se encoge de hombros). If the child repeats your question or a key word of the question, DK should be circled. The code "DK" indicates that the child is unable to do what s/he is asked (verbally or nonverbally).

Example:

WHICH WAY DOES A WATERFALL GO?

child: Shrugs his/her shoulders. "I don't know."

WHICH WAY DOES . . .	C	W	[✓ DK]	R	NR	I don't know.
	1	2	3	4	5	

Ejemplo:

¿EN QUE DIRECCION SE MUEVE EL AGUA DE UNA CATARATA (CASCADA)?

niño: Encoge los hombros. "Yo no sé."

¿EN QUE DIRECCION . . .	C	W	[✓ DK]	R	NR	Yo no sé.
	1	2	3	4	5	

If the above responses are the child's final response, circle DK for Don't Know. If the above responses are not final, repeat the question.

R = REFUSAL

The child refuses to do what is requested of him/her by saying "I don't want to do it," "Uh-uh," or "You tell me" ("Yo no quiero hacerlo," "Hazlo tu," o "Dímelo Tu"). If the child gives an answer completely unrelated to the question or demonstrates refusal with a nonverbal response, R should be circled.

Example:

SHOW ME YOUR HEEL.

child: Shakes head or turns away.

SHOW ME YOUR HEEL. . .	C 1	W 2	DK 3	[✓ R] 4	NR 5

Ejemplo:

ENSEñAME TU TACON.

niño: Mueve la cabeza o mira para otro lado.

ENSEñAME TU TACON	C 1	W 2	DK 3	[✓ R] 4	NR 5

The code "R" indicates that s/he has refused to do the task (verbally or nonverbally).

If the above responses are the child's final answer, circle R for Refusal. If the above responses are not final, repeat the question.

NR = NO RESPONSE
The child does not say or do anything.

Example:

WIGGLE.

child: Sits still and looks.

WIGGLE	C 1	W 2	DK 3	R 4	[✓ NR] 5

Ejemplo:

MENEATE.

niño: Permanece inmóvil.

MENEATE	C	W	DK	R	[✓ NR]
	1	2	3	4	5

The code "NR" indicates that the child does nothing (NO RESPONSE). If the child's final response is a No Response, circle NR.

General Procedures

Repeating a Question

If the child is distracted (e.g., by a noise) while a question is being asked, repeat the question (except for cars and boxes, items 9 and 10). However, you must not change the wording of any of the questions.

If the child does not respond, refuses to answer a question, gives an unrelated answer, says s/he doesn't know, repeats a key word of the question, or asks you what you mean, repeat the question once. Under these conditions all questions may be repeated once except for the cars and boxes items. You are not required to indicate on the score form that you have repeated a question. Never repeat a question if the child's first response is wrong.

Example:

WHAT IS YOUR LAST NAME?

child: "I don't want to tell you."

tester: "Sure you do. What is your last name?"

child: "John Macias."

WHAT IS YOUR . . .	[✓ C] 1	W 2	DK 3	R 4	NR 5	I don't want to tell you. John Macias.

Ejemplo:

¿EN QUE DIRECCION SE MUEVE EL AGUA DE UNA CATARATA (CASCADA)?

niño: "¿Qué es una cascada?"

examinador: "A ver tu sabes, ¿en qué dirección se mueve el agua de una cascada?"

niño: "Yo no sé."

¿EN QUE DIRECCION . . .	C 1	W 2	[✓ DK] 3	R 4	NR 5	¿Qué es una cascada? Yo no sé.

Probing

Probe the child's response if it is marginal, vague, or ambiguous (i.e., a response that is neither right nor wrong but is potentially right or wrong). Probes such as "Tell me more about it," "Tell me what you mean by that," and "What else do we call it?" ("Dime algo más de eso," "Dime que tu quieres decir con eso?" "¿De qué otra manera lo podemos llamar?") may be used. The child's initial response, a "P" representing your probe, and his/her final response must be recorded in the Child's Response column.

One probe only is permitted for each question, except for the cars and boxes items, 9 and 10, which you may not repeat or probe.

After you have repeated a question or probed, always score the child's final response.

Never repeat or probe if the child's response to a question is wrong.

Examples:

HOW MANY EYES DO YOU HAVE?

child: Points to the left and right eye. "One here and one here." (Marginal)

tester: "How many all together?" (Probe)

child: "Two."

HOW MANY EYES . . .	[✓ C] 1	W 2	DK 3	R 4	NR 5	One here and one here. P. Two.

¿CUANTOS OJOS TIENES?

niño: Señala el ojo izquierdo y el derecho. "Uno aquí y otro aquí." (Marginal)

examinador: "¿Cuántos son?" (Explorar) probe

niño: "Dos."

¿CUANTOS OJOS . . .	[✓ C] 1	W 2	DK 3	R 4	NR 5	Uno aquí y otro aquí. P. Dos.

WHAT IS THIS? (Point to finger)

child: "I have a cut." (holds up finger) (Marginal)

tester: "I bet you know, what is this?" (Probe)

child: "Hand." (Ambiguous)

WHAT IS THIS? . . .	C	[✓ W]	DK	R	NR	I have a cut.
	1	2	3	4	5	P. Hand.

¿QUE ES ESTO?

niño: "Tengo un golpe." (Levanta su dedo) (Marginal)

examinador: "A que tu sabes, ¿qué es esto?" (Explorar) probe

niño: "Mano." (Ambigua)

¿QUE ES ESTO?	C	[✓ W]	DK	R	NR	Tengo un golpe.
	1	2	3	4	5	P. Mano.

You have already probed once and cannot do it again.

WHAT IS THIS? (Point to finger)

child: "I have a cut." (holds up finger) (Marginal)

tester: "I bet you know, what is this?" (Probe)

child: "I don't know."

tester: "What is this?" (Point to finger) (Repeat)

child: "Hand." (Ambiguous)

WHAT IS THIS?	C	[✓ W]	DK	R	NR	I have a cut.
	1	2	3	4	5	P. Hand.

¿QUE ES ESTO? (Muestra un dedo)

niño: "Tengo un golpe." (Levanta un dedo) (Marginal)

examinador: "A que tu sabes, ¿qué es esto?" (Explorar) probe

niño: "No sé."

examinador: "¿QUE ES ESTO?" (Muestra un dedo) (Repetir) niño: "Mano." (Ambigua)

¿QUE ES ESTO?	C	[✓ W]	DK	R	NR	Tengo un golpe.	P.
	1	2	3	4	5	Mano.	

Repeat the question because the child said, "I don't know" (No sé) in response to your probe.

Additional Probing Clarifications

The usual probing procedure does not apply to the car and boxes items, 9 and 10, because you cannot repeat or probe on these items.

Probing requires additional attention on the items that ask the child to indicate WHERE (DONDE): items 12 and 13; and WHAT (QUE): item 14. You may only probe the answers to these items if the child answers WHERE to a WHERE question and WHAT to a WHAT question, and if the answers are marginal, vague, or ambiguous.

Examples:

IF YOU WANTED TO READ SOMETHING, WHAT WOULD YOU DO?

child: "Read."

IF YOU WANTED TO . . .	C	[✓ W]	DK	R	NR	Read.
	1	2	3	4	5	

SI QUIERES LEER ALGO, ¿QUE HACES?

niño: "Leo."

SI QUIERES LEER . . .	C	[✓ W]	DK	R	NR	Leo.
	1	2	3	4	5	

Score as wrong since the child did not indicate WHAT s/he'd do. Do not repeat.

IF YOU WANTED TO READ SOMETHING, WHAT WOULD YOU DO?

child: "Go there."

tester: "Tell me more about it." (Probe)

child: "Get a book."

IF YOU WANTED TO . . .	[✓ C]	W	DK	R	NR	Go there.
	1	2	3	4	5	P. Get a book.

SI QUIERES LEER ALGO, ¿QUE HACES?

niño: "Voy allá."

examinador: "Dime algo más." (Explorar)

niño: "Busco un libro."

SI QUIERES LEER . . .	[✓ C]	W	DK	R	NR	Voy allá.
	1	2	3	4	5	P. Busco un libro.

Probe since the child indicated WHAT (QUE) s/he'd do. Do not repeat.

Non-Verbal Responses

On items that do not require a verbal response (i.e., those item numbers not circled), the child may give a verbal and motion response. If these are different, e.g., the child says one answer and points to another, score the pointing response.

Examples:

WHICH OF THESE TWO GROUPS HAS MORE CHECKERS IN IT?

child: The child points to the group with eight checkers and says, "two."

WHICH OF THESE . . .	[✓ C]	W	DK	R	NR	two
	1	2	3	4	5	(8 checkers)

¿CUAL DE ESTOS DOS GRUPOS TIENE MAS FICHAS?

niño: El niño señala a el grupo de ocho fichas y dice, "dos."

¿CUAL DE ESTOS . . .	[✓ C]	W	DK	R	NR	dos
	1	2	3	4	5	(8 fichas)

Score as correct since the child pointed to the group with more checkers.

Write in the child's verbal response and in parentheses the child's motion response (the group the child pointed to).

Verbal Responses

On items that require a verbal response you should always score the child's verbal response -- ignore for example the number of fingers a child holds up. If the child's response to Q. 1 (HOW OLD ARE YOU?) is holding up four fingers, you would still probe and score the child's final verbal response. Of course on Q.15 (WHICH WAY DOES A WATERFALL GO?) the child must give both the correct verbal response (DOWN) and the correct motion.

Example:

WHICH WAY DOES A WATERFALL GO?

child: "Down."

Probe by saying "Show me."

¿EN QUE DIRECCION SE MUEVE EL AGUA DE UNA CATARATA (CASCADA)?

niño: "Hacia abajo."

Estimule diciendo "Enséñame."

Recording Responses

Any and every time the child uses words in his/her response, whether correct or incorrect, write those words in the Child's Response column. Any kind of meaningful sound such as "uh-uh" or "mm . . ." is considered a verbal response. For items not requiring verbal responses, it is recommended that you write key words of the responses, particularly if you have used probes.

In some instances you will be faced with responses that are very difficult to score. If there is any question about a child's answer, you should describe the situation in the margin and write the response in the space next to the item on the score form. The item should still be scored provisionally. Discuss the scoring of this item with the test supervisor as soon as possible. These difficult to score responses are the only ones for which you may change your scoring.

In the event that you make an error in administration (e.g., probing when the first answer is correct or asking the question incorrectly), record the error by writing T.E. (Tester's Error) in the margin and describing the error in the Tester's Log.

Stopping Test Before Completion

After three consecutive items where the child's final answers are No Response, Don't Know, Refusal, or a combination of the three, stop the test. Record the time stopped in the Tester's Log. Help the child relax by taking a short walk together, playing a short game (e.g., Simon Says), or talking about something of interest to him/her (e.g., a pet or his/her favorite time in school). If, after the break, the child is asked the next question and again gives No Response, a Don't Know, or a Refusal, terminate the test and tell the test supervisor. Record the time started in the Tester's Log. If testing is resumed, record the starting and stopping time again on the additional lines in the time column. Describe conditions for break or termination of the test in the Tester's Log.

If the child does not respond with a correct or wrong answer to the first four items of the test, terminate the test and record the time stopped in the Tester's Log. When practical, administer the test at a later time (pick-up session), using the same score form (record new date and time).

Breaks during the test may be taken if the child asks to go to the bathroom, is restless, etc. Be sure to record the time started and stopped in the Tester's Log.

Specific Instructions

(1) You may repeat a question once and probe once.

(2) Questions using cars and boxes, items 9 and 10, are never repeated or probed.

(3) If the child answers before the question is asked, ignore the answer and ask the question again. This does not qualify as a repeat of the question.

(4) Terminate testing after four consecutive Don't Knows, Refusals, and/or No Responses.

PRESCHOOL INVENTORY

Form B

Scoring Guide

Record starting time.

The child is seated at a table opposite you. After a few remarks to establish rapport, say:

①* HOW OLD ARE YOU?

Correct answer: "Three" or "four."

Child must tell how old he is.

Wrong answer: Holding up fingers and not verbalizing after probe.

Use roster to check age.

Example: HOW OLD ARE YOU?
Child: Holds up three fingers.
Tester: "How many is that?"
Child: "Three."

The child's age is listed as 3 on the roster. Write in a P and the child's verbal response as shown below.

1. HOW OLD ARE YOU?	[✓ C] W DK R NR 1 2 3 4 5		P. Three

② WHAT IS YOUR LAST NAME?

Correct answer: Last name by which child is known (see label). If the first name is included with the last name, code correct.

Wrong answer: A name that does not agree with records and with which the teacher disagrees.

Check with a teacher, aide, or a member of the staff if the child gives a different last name.

---

[*] An item number that is circled indicates that this item requires a verbal answer. The answer must be written in the score form under "Child's Response." An item number that is not circled does not require a verbal response.

Write the child's response on the score form, score provisionally, and write a note in the margin to remind yourself to check the name after the test.

NOW I WANT YOU TO DO SOME THINGS FOR ME. STAND UP.

3. SHOW ME YOUR HEEL

Correct answer: Touches or points to his heel. Points heel toward examiner (any indication that the child knows what/where his heel is).

Wrong answer: Shows a different part of his body: toes, knee.

4. WHAT IS THIS? (Tester points to her own finger.)

Correct answer: Child must say the word "finger."*

Wrong answer: Hand, skin, nail.

Example: WHAT IS THIS?
Child: "I have a cut" (holds up finger).
Tester: "I bet you know. What is this?"
Child: "Finger."

4. WHAT IS THIS?	[✓ C] W DK R NR		I have a cut. Finger.

5. RAISE YOUR HAND.

Correct answer: Any raising of hand. If he is resting his elbow on the table and merely elevates the hand, score it correct.

Wrong answer: Raises finger, elbow, shoulder, etc.

---

[*] Quotes around correct answer indicate the exact wording required in order to be correct.

6. Say: NOW JUMP.

Correct answer: Jumping motion in which both feet are at least a little off the floor at the same time. It is not necessary that the child's feet leave the floor or land at the same time.

Wrong answer: Lifting one foot at a time, walking, kicking.

7. SAY "HELLO" VERY LOUDLY. (Tester should not change volume of voice.)

Correct answer: Credit any saying of the word in a voice that is louder than normal.

Wrong answer: Child says "Hello" in normal voice.

8. WIGGLE.

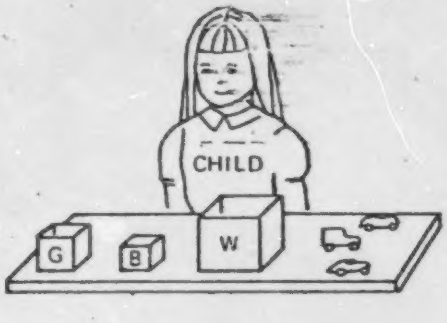
Correct answer: Any wiggling movement, i.e., body, hand and arm, head and shoulder. Moving back and forth with quick, shaky motions.

Wrong answer: A slow movement, a single motion.

O.K. NOW SIT DOWN IN YOUR CHAIR.

9-11. Take out one each of the red, yellow, and blue cars and the green, black, and white boxes. Line the boxes up at least 4 inches apart as indicated in the drawing below (white box on tester's right).

Green box with open end up.
Black box with open end down.
White box with open end up.



Place all cars together to the (child's) left of the white box.

Make sure the child is looking and listening because you are to give each instruction only once for items 9 and 10. Do not give emphasis to the key words (three, black, etc.). The child must do both parts of the item correctly in order to be scored correct.

NOW LISTEN CAREFULLY.

9. PUT THREE CARS IN THE BIG BOX.

Correct answer: Child puts three cars in the white box.

Wrong answer: Child puts fewer than three cars in the white box.

10. Return all cars to their original position, to (child's) left of white box and say:

PUT THE RED CAR ON THE BLACK BOX.

Correct answer: Child puts red car on black box.

Wrong answer: Child puts yellow or blue car on black box. Child puts cars on other than black box.

11. GIVE EVERYTHING TO ME.

Correct answer: Child hands or pushes all boxes and cars to or toward tester. This may be done one at a time or altogether. Child nests boxes, puts cars in boxes, or just moves them towards tester.

Wrong answer: Child gives none or only some of the items to tester.

This item may be repeated or probed once.

Remove the boxes and cars from the child's sight.

12.-14. For items 12, 13, and 14, you must write in the child's response. To be correct, the child's response must answer "where" or "what."

⑫ IF YOU WANTED TO FIND A BOAT, WHERE WOULD YOU LOOK?

Correct answers: Ocean, river, boat store, creek, marina, or any body of water.

Wrong answer: (If given as final answers) downtown, garage.

In order to probe this item, the child's response must be both ambiguous and a "where" answer.

Example: IF YOU WANTED TO FIND A BOAT, WHERE WOULD YOU LOOK?
Child: "My bathtub."
Tester: "Tell me more about it."
Child: "I have a sailboat there. I play when I take a bath."

12. IF YOU WANTED ...	[✓ C] W DK R NR		My bathtub, P. I have a sail-boat there. Play when I take a bath.

⑬ IF YOU WANTED TO BUY SOME GAS, WHERE WOULD YOU GO?

Correct answer: Gas station, service station, garage, filling station, Texaco.

Wrong answer: Gas man, gas store, backyard.

In order to probe this item, the child's response must be both ambiguous and a "where" answer.

⑭ IF YOU WANTED TO READ SOMETHING, WHAT WOULD YOU DO?

Correct answer: Book, magazine, go to the library, get a book from my brother.

Wrong answer: Watch TV, read.

In order to probe this item, the child's response must be both ambiguous and a "what" answer.

HAVE YOU EVER BEEN ON A SWING? YOU KNOW HOW A SWING GOES (demonstrate). UP AND DOWN AND BACK AND FORTH.

15. WHICH WAY DOES A WATERFALL GO?

Correct answer: "Down." Child's hand motion is downward.

Verbal and motion are required.

Wrong answer: In the river, wet, splash. Like this (as final answer).

16. HOW MANY EYES DO YOU HAVE?

Correct answer: "Two." The word, "two" must be spoken.

Wrong answer: Another number. Two fingers as a final answer.

17. LET'S HEAR YOU COUNT OUT LOUD.

Correct answer: "One, two." Any two numbers in sequence.

Wrong answer: "One, three, five." "Four, one, six." Numbers out of sequence.

Tester may start the child counting by saying, "One." If child says "two, three," the answer is scored correct.

18. HOW MANY WHEELS DOES A TRICYCLE HAVE?

Correct answer: "Three." The number three must be spoken.

Wrong answer: Holding up three fingers as a final response or "Two in back and one in front."

If child gives his first answer by holding up fingers, probe by asking, "How many is that?"

19. Tester holds up the blank piece of paper.

HOW MANY CORNERS DOES THIS SHEET OF PAPER HAVE?

Correct answers: "One, two, three, four," "Four."

Wrong answer: Holding up four fingers as a final response.

NOW LISTEN CAREFULLY.

⑳ WHICH IS BIGGER, A TREE OR A FLOWER?

Correct answer: "Tree."

Wrong answer: "Flower."

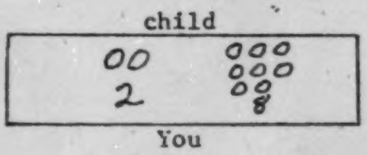
㉑ WHICH IS HEAVIER, A BRICK OR A SHOE?

Correct answer: "Brick."

Wrong answer: "Shoe."

22. If the child is not seated at a child-size table, ask him to stand for the next item so that he is able to see all the checkers easily.

Take out 10 checkers, all of one color. Place them in front of the child in two groups about three inches apart. One group should have two checkers about 1/2 inch apart and the other group should have eight checkers about 1/2 inch apart.



WHICH OF THESE TWO GROUPS HAS MORE CHECKERS IN IT?

Correct answer: Pointing to group with eight checkers, [illegible]
"the eight checkers."

Wrong answer: Pointing to group with two checkers, [illegible] "two checkers."

Put the checkers away.

23. Point to the drawings with a circular motion and say:

POINT TO THE ONE THAT IS MOST LIKE A WHEEL.

Correct answer: Points to circle.

Wrong answer: Points to square, triangle, or line.

If child points to one but describes another (e.g., points to line but says circle), credit what he points to (line).

24. POINT TO THE ONE THAT IS MOST LIKE A STICK.

Correct answer: Points to line.

Wrong answer: Points to triangle, square, or circle.

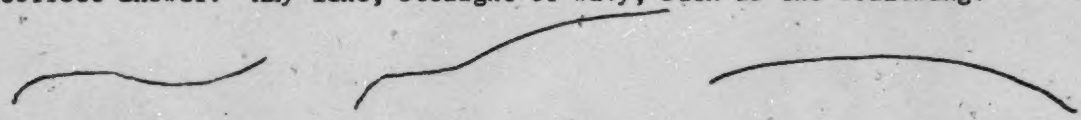
Example: POINT TO THE ONE THAT IS MOST LIKE A STICK.
Child: Points to all four and takes his hand off the page.
Tester: "Which one?"
Child: Points to line.

24. POINT TO THE ONE...	[✓ C] W DK R NR 1 2 3 4 5		(Points to all 4) (Points - line)

25. NOW I'D LIKE YOU TO MAKE SOME DRAWINGS. MAKE ONE LIKE THIS. (Point to the line) MAKE YOURS HERE. (Point to the space below). Hand pencil to the child.

Only one trial is given unless the child refuses, does not respond, or indicates he doesn't know. However, if the child spontaneously corrects his own drawing, score it correct.

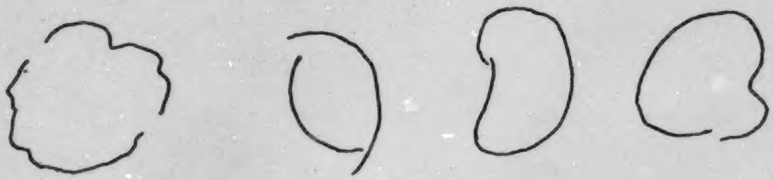
Correct answer: Any line, straight or wavy, such as the following:



26. MAKE ONE LIKE THIS. (Point to the circle.) MAKE YOURS HERE. (Point to the space below)

Only one trial is given. However, if the child spontaneously corrects his own drawing, credit is given.

Correct answer: A two-dimensional figure suggesting circularity such as the following:



27-30. Now place the eight crayons (red, orange, yellow, green, blue, purple, brown, and black) on the table. Mix them up and line them up about 1/2 inch apart (pointed toward the child).

27. WHAT COLOR IS THIS? (Point to black crayon.)

Correct answer: "Black." The word "black" must be spoken.

Example: WHAT COLOR IS THIS?
Child: "Black, no blue."

27. WHAT COLOR...	C [✓ W] DK R NR		Black, no, blue.

28. WHAT COLOR IS THIS? (Point to red crayon.)

Correct answer: "Red." The word "red" must be spoken.

Example: WHAT COLOR IS THIS?
Child: "Blood color."
Tester: "What color is that?"
Child: "Red."

28. WHAT COLOR...	[✓ C] W DK R NR		Blood color Q Red.

29.-30. COLOR THE CIRCLE YELLOW.

Correct answer for 29: Coloring inside or immediately around the circle, regardless of color, in the row of figures.

Wrong answer for 29: Drawing another circle or anything else some place other than on the printed circle in the row of figures. Coloring in the square or the triangle.

Correct answer for 30: Coloring with the yellow crayon, regardless of where on the score form.

Wrong answer for 30: Coloring with any crayon other than the yellow one.

Have the child return the crayon when he finishes.

Record the time finished.

PRESCHOOL INVENTORY - Edición en Español

Forma B

Guia para corregir las respuestas

Anote la hora de comienzo.

El niño está sentado al lado opuesto de la mesa, frente a usted. Después de algunos comentarios para ganar la confianza del niño diga:

①* ¿CUANTOS AÑOS TIENES?

Respuesta correcta: "Tres" o "Cuatro".

El niño debe decir cúantos años tiene.

Respuesta incorrecta: Mostrar dedos y no decirlo verbalmente después de ser estimulado (probe).

Use registro para verificar la edad.

Ejemplo: ¿CUANTOS AÑOS TIENES?
Niño: Muestra tres dedos.
Examinador: ¿Cuánto es eso?
Niño: "Tres".

La edad del niño está anotada como 3 en el registro. Escriba una P y la respuesta verbal del niño como se muestra a continuación.

1.	¿CUANTOS AÑOS TIENES?	[✓ C]	W	DK	R	NR	P.
		1	2	3	4	5	Tres

② ¿CUAL ES TU APELLIDO?

Respuesta correcta: El apellido por el cual el niño es conocido. Si el nombre es incluido con el apellido, márquelo correcto.

Respuesta incorrecta: Un nombre que no concuerde con el registro y con el cual la maestra difiere.

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*Un número que esté encerrado en un círculo indica que este ítem requiere una respuesta verbal. La respuesta debe ser escrita en el espacio indicado en el folleto como "Respuestas del Niño". Un número que no esté encerrado en un círculo no requiere una respuesta verbal.

Verifique con la maestra, ayudante, o un miembro del personal si el niño da un apellido diferente.

Escriba la respuesta del niño en el folleto, marque provisionalmente y escriba una nota en el margen para recordarse de verificar el apellido después de la prueba.

AHORA QUIERO QUE ME HAGAS ALGUNAS COSAS. PARATE.

3. ENSEÑAME TU TACON.

Respuesta correcta: Toca o señala su tacón. Muestra su tacón al examinador (cualquier indicación que el niño sabe qué es/dónde está su tacón).

Respuesta incorrecta: Muestra una parte diferente de su cuerpo: dedos del pie, rodilla.

4. ¿QUE ES ESTO? (Examinador muestra su dedo).

Respuesta correcta: El niño debe decir la palabra "dedo".*

Respuesta incorrecta: Mano, piel, uña.

Ejemplo: ¿QUE ES ESTO?
Niño: "Tengo una cortada" (Levanta un dedo).
Examinador: "Apuesto a que tu sabes. ¿Qué es esto?"
Niño: "Dedo."

4.	¿QUE ES ESTO?	[✓ C] 1	W 2	DK 3	R 4	NR 5	Tengo una cortadura P. Dedo.

5. LEVANTA LA MANO.

Respuesta correcta: Cualquier levantamiento de mano. Si el niño está descansando el codo en la mesa y solamente eleva su mano, márquelo correcto.

Respuesta incorrecta: Levanta un dedo, codo, hombro, etc.

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*Comilla alrededor de una respuesta correcta indica que se requiere la palabra exacta para que sea correcta.

6. Diga: AHORA, BRINCA.

Respuesta correcta:	Movimiento de salto o brinco en donde ambos pies están por lo menos un poco fuera del piso al mismo tiempo. No es necesario que los pies del niño dejen el piso o lleguen al piso al mismo tiempo.
Respuesta incorrecta:	Levantar un pie a la vez, caminar, patear.

⑦ DI "HOLA" EN VOZ ALTA. (El examinador no debe cambiar el volumen o entonación de su voz).

Respuesta correcta:	Acredite cualquier forma de decir la palabra en voz más alta que la normal.
Respuesta incorrecta:	El niño dice "Hola" en voz normal.

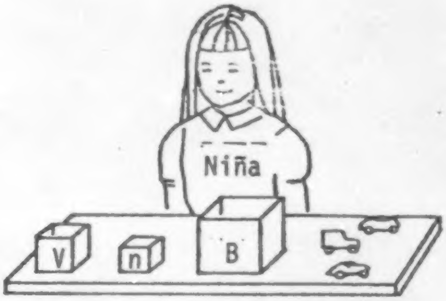
8. MENEATE.

Respuesta correcta:	Cualquier movimiento tambaleante, i. e., cuerpo, mano y brazo, cabeza y hombros. Moverse para atrás y para adelante con un meneo rápido y vacilante.
Respuesta incorrecta:	Un movimiento lento, meneo simple.

ESTA BIEN. AHORA, SIENTATE.

9-11. **Saque** los carros rojo, amarillo y azul y las cajas verde, negra y blanca. Ponga en fila las cajas a por lo menos 4 pulgadas de separación como se indica en el dibujo de abajo (la caja blanca a la derecha del examinador).

Caja verde con abertura hacia arriba.
Caja negra con abertura hacia abajo.
Caja blanca con abertura hacia arriba.



Coloque juntos todos los carros a la izquierda (del niño) de la caja blanca.

Asegúrese que el niño está mirando y escuchando porque usted va ha dar cada instrucción solo una vez para los ítems 9 y10. No enfatize palabras claves (tres, negro, etc.). El niño debe hacer ambas partes del ítem correctamente para ser marcado correcto.

AHORA, ESCUCHA CON CUIDADO.

9. PON TRES CARROS EN LA CAJA GRANDE.

Respuesta correcta: El niño pone tres carros dentro de la caja blanca.

Respuesta incorrecta: El niño pone menos de tres carros en la caja blanca.

10. Regrese todos los carros a su posición original, a la izquierda (del niño) de la caja blanca y diga:

PON EL CARRO ROJO (COLORADO) ENCIMA DE LA CAJA NEGRA.

Respuesta correcta: El niño pone el carro rojo encima de la caja negra.

Respuesta incorrecta: El niño pone el carro amarillo o el azul encima de la caja negra. El niño pone el carro en otra caja menos la negra.

11. DAMELO (S) TODO (S).

Respuesta correcta: El niño da o empuja todas las cajas y los carros a/o hacia el examinador. Esto se puede hacer uno a la vez o todos juntos. El niño pone las cajas una dentro de la otra, pone los carros dentro de las cajas o solamente los mueve hacia el examinador.

Respuesta incorrecta: El niño le da algunos o ninguno de los artículos al examinador.

El ítem puede ser repetido o explorado (probe) una vez.

Retire las cajas y los carros de la vista del niño.

12-14. Para los ítems 12, 13 y 14, usted debe escribir la respuesta del niño. Para ser correcta, la respuesta debe contestar "dónde" o "qué".

12. SI QUIERES VER UN BARCO, A DONDE VAS?

Respuesta correcta:	Océano, rio, tienda de botes, riachuelo, muelle, o cualquier cuerpo de agua.
Respuesta incorrecta:	(Si dada como respuesta final) "downtown" -- al centro, garaje.

Para estimular (probe) en este ítem, la respuesta del niño debe ser ambas; ambigua y contestar "dónde".

Ejemplo:	SI QUIERES VER UN BARCO, A DONDE VAS?
Niño:	"Mi bañadera".
Examinador:	"Dime algo más de eso".
Niño:	"Yo tengo un barco de vela allí. Juego con él cuando me estoy bañando".

12. SI QUIERES . . .	[✓ C] 1	W 2	DK 3	R 4	NR 5	Mi bañadera. P. Yo tengo un barco de vela allí. Juego con él cuando me estoy bañando.

⑬ SI QUIERES COMPRAR GASOLINA, A DONDE VAS?

Respuesta correcta:	Estación de gasolina, estación de servicio, garaje, Texaco.
Respuesta incorrecta:	Tienda de gasolina, tienda, patio.

Para estimular (probe) en este ítem, la respuesta del niño debe ser ambas; ambigua y contestar "dónde".

⑭ SI QUIERES LEER ALGO, ¿QUE HACES?

Respuesta correcta:	Libro, revista, voy a la biblioteca, agarro un libro de mi hermano.
Respuesta incorrecta:	Ver televisión, leer.

Para estimular (probe) en este ítem, la respuesta del niño debe ser ambas; ambigua y contestar "qué".

¿HAS ESTADO EN UN COLUMPIO? ¿SABES COMO SE MUEVE UN COLUMPIO? (demuestra) PARA ARRIBA, PARA ABAJO, PARA ATRAS, PARA ENFRENTE.

⑮ ¿EN QUE DIRECCION SE MUEVE EL AGUA DE UNA CATARATA (CASCADA)?

Respuesta correcta:	"Hacia abajo". El movimiento de la mano del niño es hacia abajo.

Se requiere la respuesta verbal y el movimiento.

Respuesta incorrecta: En el rio, mojada, salpica o chapotea. Así (como respuesta final).

⑯ ¿CUANTOS OJOS TIENES?

Respuesta correcta: "Dos". La palabra, "dos" debe ser pronunciada.

Respuesta incorrecta: Otro número. Dos dedos como respuesta final.

⑰ DEJAME OIRTE CONTAR EN VOZ ALTA.

Respuesta correcta: "Uno, dos". Cualquiera dos números en secuencia.

Respuesta incorrecta: "Uno, tres, cinco". "Cuatro, uno, seis". Números fuera de secuencia.

El examinador puede hacer al niño empezar a contar diciendo: "Uno". Si el niño dice "dos, tres" la respuesta se marca correcta.

⑱ ¿CUANTAS RUEDAS TIENE UN TRICICLO (VELOCIPEDO)?

Respuesta correcta: "Tres". El número tres debe ser pronunciado.

Respuesta incorrecta: Levantar tres dedos como respuesta final o decir: "Dos atrás y una al frente".

Si la primera respuesta que el niño da es levantar sus dedos, estimule (probe) preguntando, "¿Cuántos son esos?".

⑲ El examinador sostiene la hoja de papel en blanco.

¿CUANTAS ESQUINAS TIENE ESTA HOJA DE PAPEL?

Respuesta correcta: "Uno, dos, tres, cuatro", "Cuatro".

Respuesta incorrecta: Levantar cuatro dedos como respuesta final.

AHORA, ESCUCHA CON CUIDADO.

⑳ ¿CUAL ES MAS GRANDE, UN ARBOL O UNA FLOR?

Respuesta correcta: "Arbol".

Respuesta incorrecta: "Flor".

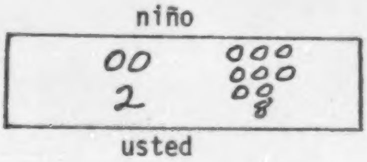
21. ¿CUAL ES MAS PESADO, UN LADRILLO O UN ZAPATO?

Respuesta correcta: "Ladrillo".

Respuesta incorrecta: "Zapato".

22. Si el niño no está sentado frente a una mesa pequeña (child - sized table), pídale que se pare para el próximo ítem de manera que pueda ver todas las fichas fácilmente.

Saque 10 fichas, todas de un mismo color. Colóquelas enfrente del niño en dos grupos alrededor de 3 pulgadas de separación. Un grupo debe tener 2 fichas alrededor de 1/2 pulgada de separación y el otro grupo debe tener 8 fichas alrededor de 1/2 pulgada de separación.



¿CUAL DE ESTOS DOS GRUPOS TIENE MAS FICHAS?

Respuesta correcta: Señalar al grupo con ocho fichas.

Respuesta incorrecta: Señalar al grupo con dos fichas.

Retire y guarde las fichas.

23. Muestre los dibujos con un movimiento circular y diga:

PON EL DEDO EN EL QUE MAS SE PARECE A UNA RUEDA.

Respuesta correcta: Señala al círculo.

Respuesta incorrecta: Señala al cuadrado, el triángulo o la línea.

Si el niño señala a uno pero describe otro (e.g., señala la línea pero dice círculo), acredite lo que señaló (línea).

24. PON EL DEDO EN EL QUE MAS SE PARECE A UN PALO.

Respuesta correcta: Señala la línea.

Respuesta incorrecta: Señala el triángulo, el cuadrado o el círculo.

Ejemplo: PON EL DEDO EN EL QUE MAS SE PARECE A UN PALO.
Niño: Señala a los cuatro y quita sus manos de la página.
Examinador: "¿Cúal es?"
Niño: Señala la línea.

24. PON EL DEDO . . . [✓ C] W DK R NR
1 2 3 4 5
Señala a todos cuatro. P.
Señala la línea.

25. AHORA QUIERO QUE ME HAGAS ALGUNOS DIBUJOS. HAZ UNO COMO ESTE. (Muestre la línea). HAZ EL TUYO AQUI. (Muestre el espacio de abajo). Dele el lápiz al niño.

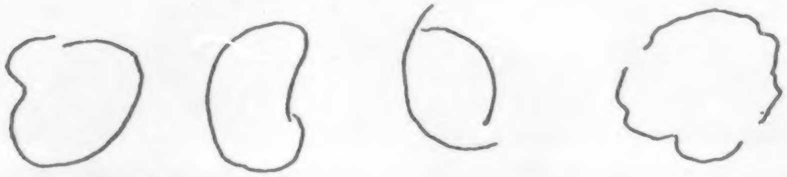
Solamente una oportunidad es dada para responder a menos que el niño se rehuse, no responda o indique que no sabe. Sin embargo, si el niño espontáneamente corrije su propio dibujo, márquelo correcto.

Respuesta correcta: Cualquier línea, recta u ondulante como las siguientes:

26. HAZ UNO COMO ESTE. (Muestra el círculo). HAZ EL TUYO AQUI. (Muestra el espacio de abajo).

Solamente se le da una oportunidad para responder. Sin embargo, si el niño espontáneamente corrije su propio dibujo, se le da crédito.

Respuesta correcta: Una figura bidimensional que sugiera un círculo (algo circular) como las siguientes:



27-30. Ahora, coloque los crayones (rojo, anaranjado, amarillo, verde, azul, morado, color café y negro) en la mesa. Mézclelos y colóquelos en línea alrededor de 1/2 pulgada de separación uno del otro (con la punta del crayón hacia el niño).

27. ¿DE QUE COLOR ES ESTO? (Muestra el crayón negro)

Respuesta correcta: "Negro". La palabra "negro" debe ser pronunciada.

Ejemplo: ¿DE QUE COLOR ES ESTO?
Niño: "Negro, no azul".

27. ¿DE QUE COLOR . . .	C	[✓ W]	DK	R	NR	Negro,
	1	2	3	4	5	no azul.

28. ¿DE QUE COLOR ES ESTO? (Muestra el crayón rojo)

Respuesta correcta: "Rojo". La palabra "rojo" debe ser pronunciada.

Ejemplo: ¿DE QUE COLOR ES ESTO?
Niño: "Color sangre"
Examinador: "¿Qué color es ese?"
Niño: "Rojo".

28. ¿DE QUE COLOR . . .	[✓ C]	W	DK	R	NR	Color sangre.
	1	2	3	4	5	P. Rojo.

29-30. PINTA EL CIRCULO DE AMARILLO.

Respuesta correcta para 29: Pintar dentro o inmediatamente alrededor del círculo, independientemente del color usado, en la hilera de figuras.

Respuesta incorrecta para 29: Dibujar otro círculo o cualquier otra cosa en otro sitio que en el círculo impreso en la hilera de figuras. Dibujar el cuadrado o el triángulo.

Respuesta correcta para 30:	Dibujar con el crayón amarillo, independientemente del lugar.
Respuesta incorrecta para 30:	Dibujar con cualquier crayón menos el amarillo.

Haga que el niño devuelva los crayones cuando termine.

Anote el tiempo de terminación.

XIII. Testing Order

The test sequences for the pilot study are presented in Figures 1 and 2. Tests will be given in English and Spanish during the evaluation study. Figure 1, English Dominant, begins with the Language Check and ends with the administration of the Bilingual Syntax Measure - English. Figure 2, Spanish Dominant, also begins with the Language Check, but ends with the administration of the Bilingual Syntax Measure - Spanish.

The test orders were formulated to take into account three factors: (1) timing and pacing of the tests, (2) level of comprehension and difficulty of the tests, and (3) test-wiseness. The administration of the test battery is divided into five sessions taking at least 25 minutes each to administer with an additional session to make up missed or incomplete tests.

A. Timing and Pacing of Tests

Each test session should be limited to 30 minutes in order to minimize the effect of fatigue on the child's performance. The short attention span of young children (ages four to five) makes it inappropriate to administer more than two tests at any one sitting.

B. Level of Comprehension and Difficulty of the Tests

Since many of the children to be tested in the pilot study have had very little experience with formal testing, the initial tests are relatively easy. This is to help ensure a positive attitude toward test taking.

Figure 1
TEST MEASURES AND TESTING ORDER

	English Dominant	
	1st Language	2nd Language
1st Session	Language Check (5 - 10 minutes) (score)	
		PSI - S (15 minutes) (score)
2nd Session	Listen to the Story (10 - 15 minutes) (score)	
		BSM - S (5 - 10 minutes) (tape)
3rd Session	PSI - E (15 minutes) (score)	
		Escuchen Este Cuento (10 - 15 minutes) (score)
4th Session	You Say It (10 minutes) (tape)	
		BSM - E (5 - 10 minutes) (tape)
5th Session Pick-up Session		

Figure 2

TEST MEASURES AND TESTING ORDER

	Spanish Dominant	
	1st Language	2nd Language
1st Session	Language Check (5 - 10 minutes) (score)	
		PSI - E (15 minutes) (score)
2nd Session	Escuchen Este Cuento (10 - 15 minutes) (score)	
		BSM - E (5 - 10 minutes) (Tape)
3rd Session	PSI - S (15 minutes) (score)	
		Listen to the Story (10 - 15 minutes) (score)
4th Session	Dímelo Tú (10 minutes) (tape)	
		BSM - S (5 - 10 minutes) (tape)
5th Session Pick-up Session		

C. Test-Wiseness

"Test-wiseness" refers to the knowledge acquired in taking similar versions of a test in two different languages.

Since the intent of the evaluation is to assess all of the children in both languages and since several of the tests are to be given in both languages, test-wiseness may be a problem if the items of Spanish and English versions are very similar, which is the case with Escuchen Este Cuento and Listen to the Story and with the Spanish and English versions of the PSI.

In order to control for the effects of test-wiseness, the following plan was formulated. All children will initially be tested for language comprehension in their second language, since it is unlikely that they will be capable of answering very many of the questions in their second language. In addition, there will be an interval of one to two days between the administration of the language comprehension instrument in the child's second language and administration in his/her first language. These procedures will reduce the effect of both test-wiseness and memory.

XIV. Required Forms

Each examiner is required to fill out the following forms:

(1) Tester's Log
(2) Examiner Data Sheet
(3) Socioemotional Form

A. Tester's Log

The Tester's Log is designed for collecting data for each child being tested on each of the tests administered. Information obtained from the Tester's Log will help us identify problems that you may have encountered during the testing. We have grouped these problems into the following categories: (A) Environmental Conditions (inside testing area); (B) Environmental Conditions (outside testing area);(C) Test Administration; (D) Materials; (E) Child's Physical Condition; and (F) Language Usage.

As soon as you have completed a test session, log the child's name, session number, the test name, and the time it took the child to complete the test. Read the Log Codes and place a checkmark next to the number that best represents the conditions under which testing occurred. For example, if the child you tested "was ill during testing," you would place a checkmark next to code number 1 under Child's Physical Condition. You may check as many code numbers as appropriate. However, if you check the "No Problems" code number in any of the categories, then the other codes in that section must not be checked. Where explanations are required, write them in the space provided.

Remember that you have to fill out a Log for each test in a session. Once you have become familiar with the Log Codes, you should not have any problem in completing the form in a short period of time.

B. Examiner Data Sheet

The Examiner Data Sheet serves as a profile of each child's background. The Data Sheet should only be completed after the examiner has had a chance to familiarize him/herself with the assigned children. It is preferable to fill out the Data Sheet prior to test administration. If this is not possible, the examiner should use his or her own judgment as to when to complete all the items.

The Examiner Data Sheets must be completed by the end of the fifth session so they can be ready for packaging and return to Juárez and Associates offices. One Data Sheet is required for each child being tested.

XV. Instructions for Packaging and Returning Materials

1. Check to make sure that the children's names and test scores (if appropriate) have been entered on each test booklet. Review Tester's Logs and Examiner Data Sheet for completeness.

2. Separate any unused materials from the materials that the children completed or used. The unused materials should be packaged separately and returned in the manila envelope labeled UNUSED MATERIALS.

3. All materials for each child should be filled out completely and organized for each test session in the manila folder provided with accompanying forms, i.e., Tester's Logs and Socioemotional Form.

4. Materials that were used in the actual test administration should be returned to the test supervisor after all testing has been completed. The following materials should be included:

   (1) Language Check (English/Spanish Version)

      a. One Response Booklet for each child to be tested.
      b. Picture of the Circus.
      c. A supply of well-sharpened pencils with eraser.

   (2) Bilingual Syntax Measure (English and Spanish Versions)

      a. One Picture Booklet for the examiner.
      b. One Child Response Booklet for each child to be tested.
      c. Tape recorder and tapes.
      d. A supply of well-sharpened pencils with eraser.

   (3) Dímelo Tú

      a. One Response Booklet for each child to be tested.
      b. One red button with four holes.
      c. Colored picture of front yard scene.
      d. A supply of well-sharpened pencils with eraser.
      e. Tape recorder and tapes.

   (4) You Say It

      a. One Response Booklet for each child to be tested.
      b. One large crayon, red in color.
      c. Colored picture of school room scene.
      d. Tape recorder and tapes.
      e. A supply of pencils.

(5) Listen to the Story and Escuchen Este Cuento

a. One Test Booklet with pictures (Teacher's Edition/ Edición del Maestro).
b. One Answer Booklet with pictures for each child to be tested.
c. One child-sized pencil for marking pictures.
d. A supply of pencils.
e. Practice Materials (one directions form and one set of pictures).

(6) Preschool Inventory (English and Spanish Versions)

a. One Testing and Scoring Booklet for each child to be tested.
b. A sheet of blank paper.
c. A child-sized pencil.
d. Three small metal or plastic cars--red, yellow, and blue.
e. Eight large crayons - red, orange, yellow, brown, green, blue, purple, and black.
f. 10 checkers, all one color.
g. 3 paper boxes - black, green, and white.

Please Check:
Control _______ Experimental _______

Code # ____________________________

APPENDIX A

EXAMINER DATA SHEET

We are asking each examiner involved with the Head Start Bilingual/Bicultural Curriculum Development Project to complete this data sheet before administering the tests to the child. This data sheet will serve as a profile of the child's background. It should be returned to Juárez and Associates after the test administration. Each question is to be answered as accurately as possible. The data sheet should be filled out in time to be included with completed tests. Most of the information asked for in this data sheet has already been collected by Head Start personnel.

CHILD'S BACKGROUND: TO BE COMPLETED BY EXAMINER

1. Name of Child ____________________________

Sex: M_____ F_____ Birthdate ____________________________

Ethnic Background: Black _____ White (Anglo) _____ Hispanic:

Specify whether Mexican American, Puerto Rican,
Cuban American, or other Latin of Central or
South American origin ____________________________

Asian or Pacific Islander ____________________________

American Indian or Alaskan Native ____________________________

Dominican ______________ Other ____________________________

Don't know ______________ N/A ____________________________

2. Examiner's Name ____________________________

Location of Testing ____________________________

____

Please check test order used:

English Dominant _____

Spanish Dominant _____

Date Started: ____________________________

Date Completed: ____________________________

Child's Name ____________________

Appendix B

Session Number ____________

Test Name ____________

Time _____ Start _____ End

TESTER'S LOG

The Tester's Log is designed for collecting data for each child being tested on each of the tests administered. As soon as you have completed the test session log the child's name, session number, the test name and the time it took the child to complete the test (start and end). Read the Log Codes and place a checkmark next to the number that best represents each condition. (The code numbers refer to problems that you may have encountered during the testing.) You may check as many code numbers as appropriate. However, if you check the "no problems" code number in any of the categories then the other codes in that section must not be checked. Where explanations are required, write them in the space provided.

LOG CODES

A. Environmental Conditions (Inside testing area)

_____ 1 Too much noise
_____ 2 Not enough space
_____ 3 Poor lighting
_____ 4 Other: Specify ________________________________

B. Environmental Conditions (Outside Testing area)

_____ 1 Outside noise
_____ 2 Non-test associated person present causing disruption
_____ 3 Fire drill
_____ 4 Other: Specify ________________________________
_____ 5 No outside disruptions during testing

C. Test Administration

_____ 1 Procedural errors made in test administration
_____ 2 Test discontinued
Please: Specify reason ________________________________
Is child rescheduled for pick-up session?
_____ 3 No problems with administering tests

D. Materials

_____ 1 Booklet incorrect -- pages blank, out of order, or missing
_____ 2 Examiner's booklet or testing materials difficult to handle
_____ 3 Other: Specify ________________________________
_____ 4 No problems associated with test materials

E. Child's Physical Condition

_____ 1 Child was or became ill during testing.
_____ 2 Child had distracting injury.
_____ 3 Child without eyeglasses, hearing aid, etc.
_____ 4 Child was color-blind.
_____ 5 Child had to go to the bathroom.
_____ 6 Other: Specify ________________________________
_____ 7 No problems with child's physical condition.

F. Language Usage

_____ 1 Child has difficulty in understanding instructions in Spanish.
_____ 2 Child has difficulty in understanding instructions in English.
_____ 3 Child has difficulties in pronouncing words in Spanish.
_____ 4 Child has difficulties in pronouncing words in English.
_____ 5 Child mixes English and Spanish words in the same phrase or sentence.
_____ 6 No problems with child's use of language or ability to understand directions in either language.

If you have any additional comments pertaining to the testing of this child, please use the space below.

______________________ Child's Name
______________________ Session Number

______________________ Test Name

Time ______ Start ______ End

TESTER'S LOG

The Tester's Log is designed for collecting data for each child being tested on each of the tests administered. As soon as you have completed the test session log the child's name,session number, the test name and the time it took the child to complete the test (start and end). Read the Log Codes and place a checkmark next to the number that best represents each condition. (The code numbers refer to problems that you may have encountered during the testing.) You may check as many code numbers as appropriate. However, if you check the "no problems" code number in any of the categories then the other codes in that section must not be checked. Where explanations are required, write them in the space provided.

LOG CODES

A. Environmental Conditions (Inside testing area)

_____ 1 Too much noise
_____ 2 Not enough space
_____ 3 Poor lighting
_____ 4 Other: Specify______________________________

B. Environmental Conditions (Outside Testing area)

_____ 1 Outside noise
_____ 2 Non-test associated person present causing disruption
_____ 3 Fire drill
_____ 4 Other: Specify______________________________
_____ 5 No outside disruptions during testing

C. Test Administration

_____ 1 Procedural errors made in test administration
_____ 2 Test discontinued
Please: Specify reason______________________________
Is child rescheduled for pick-up session?
_____ 3 No problems with administering tests

D. Materials

_____ 1 Booklet incorrect -- pages blank, out of order, or missing
_____ 2 Examiner's booklet or testing materials difficult to handle
_____ 3 Other: Specify______________________________
_____ 4 No problems associated with test materials

E. Child's Physical Condition

_____ 1 Child was or became ill during testing.
_____ 2 Child had distracting injury.
_____ 3 Child without eyeglasses, hearing aid, etc.
_____ 4 Child was color-blind.
_____ 5 Child had to go to the bathroom.
_____ 6 Other: Specify______________________________
_____ 7 No problems with child's physical condition.

F. Language Usage

_____ 1 Child has difficulty in understanding instructions in Spanish.
_____ 2 Child has difficulty in understanding instructions in English.
_____ 3 Child has difficulties in pronouncing words in Spanish.
_____ 4 Child has difficulties in pronouncing words in English.
_____ 5 Child mixes English and Spanish words in the same phrase or sentence.
_____ 6 No problems with child's use of language or ability to understand directions in either language.

If you have any additional comments pertaining to the testing of this child, please use the space below.

____

APPENDIX C

PARENT INTERVIEWER'S MANUAL

for the

U.S. Department of Health, Education and Welfare

Office of Human Development

Administration for Children, Youth, and Families

Evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project

(1979/1980)

Juárez and Associates, Inc.
1100 Glendon Avenue
Los Angeles, CA 90024

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PART ONE:

GENERAL INTERVIEWER'S MANUAL

I. INTRODUCTION TO SURVEYS

A. Study Objectives

The purpose of this evaluation is to assess the effectiveness of four specially designed bilingual/bicultural curriculum models as part of an ACYF Head Start strategy for Spanish speaking children. Each of the four models is being implemented at two Head Start centers to examine the feasibility of the model's use in more than one setting and its impact on children, their parents and on the Head Start staff, and to examine the attitudes and opinions of Head Start staff and parents on the philosophy and objectives of each model and the quality of its programmatic contents. The evaluation involves the collection of data through tests, questionnaires, interviews, and observations. Some of the data from parents, children, and Head Start staff are being collected near the beginning of the implementation of the models and at the end of the implementation to measure the changes in attitudes and knowledge that occur as a result of the programs. To assist in explaining the causes of the changes that might be found in attitudes and knowledge, a comparison group of children and parents at each site who are not associated with the program were also selected as part of the total sample.

The questionnaire for use with parents concentrates on collecting the following information:

- Background characteristics, including the language spoken at home, parent education and occupation, the amount of time the family has lived in the U.S., and the experience of siblings in bilingual/bicultural programs.

- Attitudes and knowledge with regard to education in general, bilingual education in particular, and the parent's educational and vocational aspirations for their children.

B. About Juárez and Associates

Juárez and Associates, a privately owned and independently operated management consulting firm incorporated in California and located in Los Angeles, was founded in 1971 by its president, Nicandro F. Juárez, CMC (Certified Management Consultant), an experienced and able administrator. In the seven years of its operation, the firm has established itself in a number of areas. These include:

- General Management -- with an emphasis on management and technical assistance to government agencies
- Survey and Socioeconomic Research -- with an emphasis on hard-to-reach target populations
- Program Review and Evaluation Services -- in particular, federal, state, and local projects and programs for specialized populations, including those in Latin America
- General Marketing -- with an emphasis on the marketing of government services
- Employment, Training, and Development Services -- including employee development, labor relations, equal opportunity, and affirmative action.

Juárez and Associates has worked extensively with federal, state, and local governmental agencies. The staff consists of a nucleus of twelve professionals with a wide variety of backgrounds and academic training. Many staff members have been with the firm for four or more years and most are bilingual in English and Spanish.

Juarez and Associates is an active member of the Association of Management Consultants and the National Council of Professional Services Firms. Individual memberships and certifications are maintained in the following organizations: the Institute of Management Consultants, the Academy of Management, the American Association of Public Opinion Research, the American Society for Training and Development, and the American Marketing Association.

C. Survey Research

Although there are a variety of ways to collect survey information, it is very important that the information which is collected give an accurate representation of the matter under study. A survey, therefore, usually involves collecting information from a sample of the population. Information is collected from this sample by asking the individuals who make up the sample a predetermined set of questions which are designed to obtain the desired information.

The use of a sample means that a small number of respondents can be selected to represent the whole population. This makes it possible to avoid the expensive and time-consuming process of interviewing everyone from the particular population. You can imagine, for example, how impossible it would be to try to contact every voter in the United States to ask whom he or she plans to vote for in the next presidential election. Fortunately, sampling techniques make it possible to rely on the opinions of only 4,000 to 5,000 voters to represent the opinions of the millions of voters in the United States. Indeed, if the sample is truly representative, the results of an election can usually be predicted with amazing accuracy.

For the present evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project, we will be collecting information from the mother or father of each child enrolled in eight experimental Head Start programs as well as from the mother or father of each child in the control or comparison groups for these programs. It is expected that interviewers will administer a questionnaire twice at the homes of these parents, one near the beginning of the program as a pretest and one at the end of the program as a posttest. As you will see by reading this manual, since the information for this study is to be obtained by asking people to answer questions, skillful interviewing techniques and practices are vital to obtaining complete and accurate information. Only in this way can we be confident that our study will adequately represent the background, attitudes, and knowledge of the parents of the experimental and control group children.

D. Fieldwork: Interviewing

During this stage, the overall success of the survey is in the hands of the supervisors and interviewers. Each interviewer is given a number of names of parents in the sample at the site. The interviewer must never substitute other respondents for those indicated by the supervisors.

At the end of each day, an interviewer will review each completed questionnaire to see that no sections have been omitted. Periodically the interviewer will be in communication with the supervisor or another person in charge to discuss the progress of the interviews.

E. Verifying an Interviewer's Work

A standard practice of all surveys is that field office staff will telephone a certain number of each interviewer's respondents to verify that the interviewer actually conducted an interview at the assigned address with the proper respondent. In the process, certain questions are re-asked to verify the responses recorded by the interviewer.

F. Editing and Coding

When questionnaires are returned from the field, they are checked for consistency, eligibility, and accuracy. Some questions may also require coding. That is the process by which a respondent's verbatim answers are classified into categories to reduce the data to a form which can be more easily used by the researchers. In some cases interviewers will be asked to assist with the coding while in the field or at the site.

II. GENERAL INTERVIEWING PROCEDURES

A. Introduction

There are general interviewing procedures common to most types of surveys. Once these are understood, the specific survey procedures should be thoroughly learned.

B. Role of the Interviewer

The survey research interviewer is the eyes and ears of the research process. The interviewer serves as a link between those who analyze the data and the respondents who furnish the information. In essence, the interviewer is part of a communication process. The information heard and recorded during an interview must be accurate and complete so as not to bias the content.

The interviewer's job is to make sure each person interviewed hears the questions exactly the way they are written in the questionnaire. If the researchers want to emphasize any particular words or phrases, they must provide this emphasis through the interviewer. Only when all interviewers working on a survey have learned to ask all the questions in the same way can the interviews be combined to give an accurate picture of the behaviors, preference, and feelings of all respondents.

The interviewer is a valuable member of the research team: a survey is only as good as the interviewers who work on it.

C. Appearance, Behavior, and Punctuality

Because first impressions at the door are important, you should appear neat, well-groomed, and well-organized. In deciding what to wear, you should also consider the neighborhood in which you will be interviewing (i.e., blue-collar and suburban areas might each react favorably to different styles of dress). Having all the materials you need to introduce yourself ready before you knock on the door will help you to convey the impression that you are a competent professional.

Your behavior with the respondent should be pleasant, but not familiar. Even when you are not actually conducting the interview, you must avoid comments or actions which could influence the information the respondent gives you.

During the interview, it is essential that you maintain a neutral attitude toward the information the respondent gives you. You must never comment on his/her answers, or suggest answers, even if you are asked. You must always beware of "silent biases," gestures, expressions, or other non-verbal clues which reveal your feelings about what the respondent has said.

When you conduct the interview, try to arrange for privacy, away from noise, television, or others who might distract or influence the respondent(s). If you are invited into the home, and you believe that entering that individual's home is appropriate at that time, try to conduct the interview at a table, sitting opposite the respondent. This will enable you to arrange and work with the questionnaire more easily, and will make it difficult for the respondent to read the question before you do. If more than one adult is present, you should politely indicate that you would like to interview the person who spends the most time with the child. Do not smoke unless the respondent is smoking and gives you permission to do so.

Always be on time for interviews for which an appointment has been made.

D. Confidentiality

Confidentiality is a fundamental ethic of survey research. If we wish the respondent to speak freely and report facts accurately, it is essential that we be able to assure him or her that all information will in fact be kept confidential.

This assurance involves several aspects of the research process. First, all interviewers, supervisors, and other project staff members are required to sign a Pledge of Confidentiality, which states that the privacy of each respondent will be respected and that the contents of each interview will never be revealed to anyone other than the project staff. Second, individual interviews (i.e., completed questionnaires) are identified by a case number. All names and information which could identify a respondent are removed before the case is processed in the central office. When the interview is stored in a locked file, names and/or addresses are never stored with them.

Finally, all data are analyzed and published only in statistical form. Survey analysis deals with totals, percentages, and relationships between groups of data. Information about individual cases is never revealed.

You must be able to present these facts convincingly to the respondent if you are asked, or if you feel that he or she may be reluctant to participate or answer certain questions. You may also refer to the statement of confidentiality which appears on the first page of each questionnaire.

You the interviewer must uphold your pledge of confidentiality at all times. No matter how different, interesting, or peculiar an interview was, you must never discuss it with anyone except your interviewer supervisor (i.e., do not talk about it with your spouse, relatives, friends, etc.).

E. Using the Questionnaire

The interviewer's goal is to collect accurate information by using the survey instrument and by following the standard interviewing practices. To reach this goal, the interviewer needs to understand the questionnaire and the principles for its use, including how to ask the questions, how to follow instructions (i.e., skip patterns) in the questionnaire, and how to identify types of questions.

F. Instructions in the Questionnaire

The questionnaire contains instructions to you the interviewer. The instructions are there to help you use the questionnaire correctly and they must be followed exactly. These instructions are printed in different type faces so that you can easily tell the difference between instructions and questions.

Some of the more common rules and conventions relating to instructions contained in the questionnaire are given in the following sections. An item by item description of each question in the survey questionnaire is contained in the accompanying manual entitled "Instructions for Completing the Survey of Parents for the Evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project." You should have this latter manual with you and available for easy reference during every interview you conduct.

G. Special Considerations

When presenting yourself or during the course of the interview you may encounter questions or resistance. An initial question may be "Who are you?" You should answer truthfully: "I am a student, housewife, neighbor, etc., who lives in the area and I'm helping to collect information about Head Start and we're trying to find out what people think about Head Start programs. I have been trained to give this form (show the interview schedule) so you can say whatever you think about any of these questions."

If you are asked what will be done with the data, again answer truthfully that it will be turned over to your supervisor and will form part of an evaluation of Head Start. If questions persist, refer the person to the letter describing the interview which he/she has received or allow the individual to read your copy of the letter. If questions continue, refer the individual to your supervisor. Similarly, if in any situation you feel uncomfortable or unsafe in interviewing a particular person, don't do the interview at that time. Call your supervisor and explain the problem. The supervisor will then give you advice or accompany you on the interview.

When two interviewers go on an interview together, both should be introduced but only one should carry out the interview. The companion should sit quietly and only speak when addressed. Both interviewers should thank the interviewee on leaving.

III. QUESTIONNAIRE FORMAT

A. Different Type Faces

Two different type faces have been combined with the use of upper and lower case symbols to make it easier for you to complete the survey questionnaire.

English Version

BOLD UPPERCASE	ALL QUESTIONS TO BE ASKED OF THE RESPONDENT APPEAR IN BOLD UPPERCASE TYPE.
Script Upper and Lower Case	*Interviewer instructions are given in script upper and lower case type. These instructions may involve a decision on your part or they may remind you to clarify or to seek a particular type of information.*

Spanish Version

Bold Upper and Lower Case	All questions to be asked of the respondent appear in bold upper and lower case type.
Script Upper and Lower Case	*Interviewer instructions are given in script upper and lower case type. These instructions may involve a decision on your part or they may remind you to clarify or to seek a particular type of information.*

B. Use of Cards

One question, related to the income of the household of the child in the sample, requires that the interviewer use a card to assist the respondent in formulating his/her answer. The question (22) contains an instruction to the interviewer to show the respondent the card. When you encounter this instruction you should hand the card to the respondent and ask the respondent to indicate or point to the income for the family for the past year. It is important to have the income card available so that you will be able to show it to the respondent at the appropriate time. Make sure that you take back the card when the question has been completed. If you see that the respondent is having difficulty reading the card, read the card with him/her. Avoid giving the impression that you are reading the card to the respondent as this may embarrass him/her.

C. Types of Questions and Answers

1. Pre-Coded Responses

Many questions in the questionnaire contain pre-coded responses. In other words, the possible answers to a question have already been listed. Therefore, where such questions are concerned, you need simply circle the number corresponding to the answer given by the respondent. By way of illustration, consider the following two questions and their corresponding set of pre-coded responses:

6. WE'VE BEEN TALKING ABOUT SCHOOLS IN GENERAL. NOW LET'S TALK ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. PEOPLE HAVE DIFFERENT IDEAS ABOUT TEACHING CHILDREN ENGLISH AND SPANISH IN SCHOOL. PLEASE TELL ME HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE
A. LEARNING TO SPEAK SPANISH IN SCHOOL MAKES IT HARDER FOR CHILDREN TO LEARN ENGLISH DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5

If the respondent were to answer "strongly disagree" to the above statement, you would circle the number "5"; if the respondent strongly agreed you would circle number "1." Another type of pre-coded question in the questionnaire is the following:

20A. ARE YOU WORKING NOW? 1 yes 0 no

If the respondent were to answer "yes" to the above question you would circle the number "1"; if he/she answered "no" you would circle the number "2."

You will find that pre-coded responses are frequently accompanied by instructions informing you what to do if a particular answer is given. Generally, these instructions will tell you to skip to a certain question or to ask the following question. The important thing to remember is this: first circle the appropriate response, then follow the instruction. The following should help to clarify this point:

20A. ARE YOU WORKING NOW? 1 yes 0 no

(Interviewer: If no, skip to Question 20D.)

As you can see, the answer to this question determines what you do next. If the respondent says "yes" he/she is working now, you would first circle "1" for yes and then ask Question 20B (i.e., the following question). If, however, the person says that he or she is not working now, you would first circle the number "0" (corresponding to the respondent's answer) and then go to Question 20D.

2. Open-Ended Responses

Some questions contained in the questionnaire call for open-ended responses. In contrast to pre-coded responses (which require that you simply circle the number corresponding to the respondent's answer), open-ended responses require that you record the respondent's answer as closely as possible to the way it is given. For example, the following question requires that you record the respondent's open-ended response in the space provided:

9. WHAT KIND OF A JOB WOULD YOU LIKE FOR YOUR CHILD WHEN HE/SHE GROWS UP?

____

____

____

It is frequently necessary to apply "probing" -- the technique of encouraging the respondent to express his/her sentiments without influencing the answer which is given -- where open-ended response questions are concerned. If you are unfamiliar with the technique of probing you should carefully review Section IV.B of this Manual.

3. Mixed Pre-Coded and Open-Ended Responses

There are actually very few questions which seek pure open-ended type responses. Rather, a number of questions contain a mixture of pre-coded and open-ended type responses. Consider, for example, the following question:

16. WHO TAKES CARE OF YOUR CHILD MOST OF THE TIME?

(Interviewer: Please indicate only one answer.)

_1_ mother
_2_ step-mother
_3_ father
_4_ step-father
_5_ older sister/brother
_6_ other relative; relationship ____________________
_7_ other; relationship __________________________

It is likely that most respondents will give you an answer which closely matches the pre-coded responses 1 through 5. However, in situations where an adequate pre-coded response is not available (i.e., a respondent says that an uncle takes care of the child most of the time) you would circle the number "6" designating a response for "other relative," then record what that response was. For example: [✓ 6] other relative; relationship Uncle.

4. Codes for "Not Applicable," "Don't Know," and Refused Answers

If a question is not applicable in any given situation, the code numbers to be used are 8, 98, or 998, depending on whether there are one, two, or three digits assigned to that question. For example:

11A. AT HOME, DO YOU SPEAK TO YOUR CHILD IN ENGLISH ONLY, IN SPANISH ONLY, OR IN BOTH ENGLISH AND SPANISH?

1 English only
2 Spanish only
3 both English and Spanish
[✓ 8]

Write the number 8 at the end of all possible pre-coded answers if the respondent speaks a language other than English or Spanish to his/her child.

As another example, if no income is earned, the code for Question 23 (THIS INCOME IS EARNED BY HOW MANY PEOPLE?) is [✓ 98].

If a respondent does not know the answer to a question, or refuses to give an answer, the code numbers to be used are 9, 99, or 999, depending on whether there are one, two, or three digits assigned to that question.

For example:

21D. HAS HE/SHE (the other parent or adult living at home) EVER HAD A JOB?

If the respondent does not know, write in the number 9 and skip to Question 22 as if the answer had been "no." If the answer was "yes," but the respondent does not know what the most recent job was (or refuses to answer what that job was), code 99 in answer to Question 21E, WHAT WAS HIS/HER MOST RECENT JOB?

IV. CONDUCTING THE INTERVIEW

A. Asking the Questions

This section contains a description of important principles and techniques which you must follow when asking questions.

1. Always remain neutral. You must always maintain a neutral attitude toward the respondent. As an interviewer you must take care to ensure that you do not convey, by either your words or your mannerisms, criticism, surprise, approval, or disapproval of either the question asked or the respondent's answers. By adopting a professional, neutral attitude you can put the respondent at ease and make him/her less self-conscious about the information he/she is providing.

2. Ask all questions in the exact order in which they appear in the questionnaire. Never change the order of the questions in the questionnaire. The questionnaire has been designed to follow a logical sequence. If you change the order of the questions you may very well distort the nature of the information which is communicated by the respondent.

If the respondent is particularly cooperative or generous with the type and amount of information which he/she provides, you may feel that he/she has already answered some of the questions before you ask them. Regardless, DO NOT SKIP OVER ANY OF THE QUESTIONS, EVEN THOUGH YOU THINK THERE MAY BE SOME REPETITION, UNLESS YOU ARE INSTRUCTED TO DO SO BY THE QUESTIONNAIRE.

It is sometimes helpful to begin the interview by saying, "There may be times during the interview when it seems as if I am repeating questions. However, I am required to ask every question even if it seems as though you have already answered it."

If a respondent occasionally should become a bit annoyed and say, "I just told you that," you can remind him/her that you are required to ask every question exactly in the order it appears.

(There are some questions you _should_ omit or skip, depending on answers to other questions. But these are always clearly labeled and there are written instructions to follow.)

3. _Ask all questions exactly as worded_. Do not change even one small word in the question. Many times, the smallest change can affect the whole meaning of the question. Simply repeat the question if the need arises. If you do repeat the question, read _all_ the words in the question.

> _NOTE_: Even though you feel that the question could be worded much more simply, do _not_ improvise on the methods of asking the question. Every word is there for a purpose.

Emphasize those words which are underlined, and pause at commas, or after each answer category. In other words, read everything in a natural, even-toned manner.

Sometimes, respondents will ask you to define words in a question or explain some parts of a question. Do not provide a definition or explanation unless it is included in the item by item question specifications contained in the "Instructions for Completing the Survey of Parents for the Evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project" manual. Simply let the respondent know that he/she should answer using his/her own definition. Say, "Whatever it means to you -- just answer that way."

4. Every effort should be made so that the respondent does not see the questions. Because respondents can be influenced by knowing what questions are coming next or by seeing the answer categories, the respondent should not see the questions on the questionnaire. If a special card has been prepared for a particular question for you to show to the respondents, instructions will direct you to show the card at a particular time.

5. Discourage unrelated conversation while asking questions. Occasionally a particular question may cause the respondent to reminisce or relate a lengthy story illustrating the point just made; this happens especially among lonely or more talkative respondents. If the respondent rambles or launches into irrelevant conversation, tactfully interrupt and carefully try to lead him/her back to the point by repeating the question. A disruption of this type should be noted in the questionnaire in parentheses. Remember, however, it is very important never to offend or antagonize a respondent. Remember, we need his/her cooperation near the beginning and at the end of the program.

B. Probing

1. Understanding the Intent of the Question

The exact kind of probe to use must be adapted to the particular respondent and the particular answer he/she has given. There are some general types of probes that are frequently useful, but the most important point is to avoid getting into the habit of using the same probes. Instead, you must seek to understand the intent of each question so that you will always know in what way a particular answer falls short of being satisfactory. The probe, then, should be devised to fill this gap. This will require ingenuity, tact, and persistence.

2. What Is Probing and Why Is It Necessary?

Probing is the technique of neutral questioning by the interviewer to obtain a full, complete, relevant answer from the respondent. An answer is probed whenever it is not meaningful or complete: that is, when it does not adequately answer the question. There are a number of reasons respondents sometimes do not answer questions adequately.

In everyday social conversation, people normally speak in vague and loose terms. It is understandable then that respondents may at first answer questions in a way which is not clear or specific. It is essential, however, to encourage the respondent to express him/herself more concretely and in very specific terms.

Respondents sometimes miss the point of a question. They will provide an "answer" that does not really answer the question being asked. It is easy to be misled by a respondent who is talkative and gives a full and detailed response -- a response which, however, is quite beside the point. In most cases, a respondent gives an irrelevant answer because he/she has missed an important word or phrase in the question.

Sometimes respondents will think they are answering a question when all they are doing is simply repeating an answer which was already given, or repeating parts of the question. A respondent can talk a great deal and still be merely repeating the question in different words.

Probing therefore has two major functions:

a) to motivate the respondent to enlarge, clarify, or explain the reason for his/her answer.

b) to focus the respondent's answer so that irrelevant and unnecessary information can be eliminated.

3. Neutral Probing Methods

The most important element in probing is to maintain a neutral attitude. By "neutral" we mean that you must not imply to the respondent that you expect a particular answer or that you are dissatisfied with an answer. For example, if the respondent should happen to answer a particular question by saying "I don't feel that my child learned anything from the Head Start program," you should follow this response with a neutral probe such as "I see. Why do you think that your child didn't learn anything?" It is important that you do not indicate, through your choice of words or unintentional facial expressions, how you feel about the matter being discussed. Remember that the reason for probing is to motivate the respondent to provide a full, complete answer; although you may frequently be required to encourage the respondent to give you such information, you should never influence the tone of the answer which is given.

There are several different types of neutral probing methods which can be easily incorporated into a normal conversation. While the appropriateness of each method depends on the particular situation, each is intended to elicit a fuller, clearer, and/or more complete response.

a) An expectant pause. The simplest and most effective way to convey to a respondent that you know he/she has begun to answer a question, but has more to say, is to be silent. The pause --- often accompanied by an expectant look or a nod of the head --- allows and encourages the respondent to gather and present his/her thoughts.

b) An expression of interest and understanding. By saying such things as "uh-huh" or "I see," you can indicate your interest in and understanding of what the respondent has to say. In many cases, this will encourage him or her to elaborate on the response.

c) Repeat the question. When the respondent does not seem to understand a question, misinterprets it, or strays from the subject, it is useful to repeat the question. Many respondents, upon hearing the question for the second time, will realize that their initial answer does not really address the question being asked.

d) Repeat the respondent's reply. Simply repeating what the respondent has said is often an excellent probe. Hearing the response just given will often stimulate the respondent's memory or encourage him or her to furnish additional information or clarification.

e) A neutral question or comment. Neutral questions and comments can be used to obtain necessary clarification or elaboration of an answer. The following list provides some suggestions for probing for different purposes.

- Probes for Clarity:

  "What do you mean exactly?"

"Could you please explain that a little? I don't think I understand."

"What do you mean by...?"

- Probes for Specificity:

"What in particular do you have in mind?"

"Could you be more specific about that?"

"Tell me about that. What/Who/How/How Many/How Much/ Why, etc., would...?"

- Probes for Relevance:

"I see. Well, let me ask you again (repeat exact wording of the question)..."

Whenever possible you should phrase your probes in a way which encourages elaboration rather than in a way which is likely to result in a set -- usually negative -- response. For example, in probing for completeness, the probe "What else?" indicates to the respondent that you expect more information. However, if you say "Anything else?" it becomes too easy for the respondent to defeat the purpose of the probes by simply saying "No."

4. Examples of Responses Which Require Probing

Listed below are several answers that, for different reasons, fail to provide an adequate response to the questions asked. Each of these answers indicates that probing is in order.

Q. What do you do?

A. I work in a factory

As is indicated by the item specifications for this question (see Question 20C in Part Two: Completing the Questionnaire), we are interested in knowing the specific occupation or type of job.

The answer "I work in a factory" tells us where the person works, not what he or she does. Therefore, a probe such as "What type of work do you do?" should be used.

Q. When you look back on your school years, you feel they were well spent.

This statement (18B) is to be answered through a range of responses, from "strongly agree" to "strongly disagree." The problem here is that the respondent may not understand the question and a probe is appropriate to clarify what the statement means and the nature of the response that is required. You should follow with, "Do you feel that you gotsomething from your time at school?" and then repeat the original statement so that the responses are included.

Q. What did your child gain from the Head Start program?

A. It was a good program.

This is an open-ended question which requires that the interviewer write verbatim the response of the respondent. The respondent might indicate that the program was good but fail to specify what the child actually learned from participating in the program. You may have to probe by asking "Did your child learn something in the Head Start program that he didn't know before he started the program? If so, please tell me what he learned."

5. Editing Checklist

After you have finished an interview and left the respondent, do the following:

1. Make certain that any marginal notes which you have made to explain or provide necessary information for an answer (or a probe) are legible. Is it obvious to which question(s) these

notes apply? If you have used abbreviations or other forms of shorthand notation, will these be understandable to other people who read the questionnaire?

2. Are all skip patterns properly followed? In other words, did you follow the proper question sequence? If you find that you skipped to the wrong question(s), inform your supervisor. He or she will decide whether it is necessary to recontact the respondent to obtain the missing information.

3. Check to see that your writing is legible. Sometimes you will have to write quickly to record the respondent's entire answer. After leaving the respondent, however, you should make sure that all your writing is legible.

4. Make sure that all circles around numbers are exact and that the appropriate blanks have been filled in. Occasionally an interviewer's circle (or filled-in blank) will be off-center, making it very difficult to determine which number (or blank) was intended.

5. It is important that every answer be checked for legibility, completeness, and unambiguity. IMPROPERLY COMPLETED OR INCOMPLETE QUESTIONNAIRES WILL BE RETURNED TO YOU AND WILL CAUSE YOUR NEW INTERVIEWING ASSIGNMENTS TO BE DELAYED AND/OR RECONSIDERED.

PART TWO
COMPLETING THE QUESTIONAIRE

I. THE QUESTIONNAIRE

Salutation. On the first page of the questionnaire are two paragraphs which you should memorize for presentation to the respondent. The first paragraph is to be used for the pretest and the second paragraph for the posttest. The intent of the paragraphs is to introduce yourself and explain the purpose of the interview and the confidential nature of the information that will be collected. It is important that you make this initial presentation in an informal manner to establish rapport with the respondent and to place the respondent at ease. Review the section on interviewing procedures, especially the portions concerning the role of the interviewer and the appearance, behavior, and punctuality of the interviewer in Part I of this manual before conducting the interview.

Completing the Demographic Information. Following the salutation section on the cover page of the questionnaire, you will find a number of places where information regarding the child, respondent, interviewer, time of the interview, and so on should be provided before proceeding with the administration of the questionnaire. Simply write the information requested in the appropriate blanks. For example, write in the name and number of the child from the master list of children given you by the interview supervisor. Indicate the name and address of the respondent and the telephone number(s) where he or she can be reached to schedule the second interview or to verify the conduct of an interview. Indicate whether the respondent is the mother, father, or other relation of the child. If the respondent is neither the mother nor the father, provide an explanation at the bottom of the page of why this person satisfies the criteria of a primary caretaker. Fill in the date and indicate the time the interview was begun and, following completion of the interview, the time that it was finished.

Questions 1A, 1B, 2A, 2B. This series of questions elicits the parent's perception of the child's ability to understand and speak English and Spanish. Make sure that the respondent understands the nature of the response required in accord with the four-point scale, "not at all," "a little," "fairly well," and "very well." Because the scales used in the questionnaire vary from one set of questions to another, it is important that the appropriate responses be read for each series of questions as well as for each separate question throughout the questionnaire. The information from this first series of questions will be correlated with other language related questions, parental aspirations for the child, and attitudes toward education and schools.

Questions 3A, 3B, 3C, 3D, 3E, 3F. We are interested in parental opinions about the role of schools in general and the relative value of educational components. Emphasize to the respondent that statements 3A, 3B, 3C, 3D, and 3E refer to schools in general and not to the schools in the community or to a particular school. Statement 3F, however, does refer to schools in the respondent's own community; after completing statement 3E you should indicate that the next question (3F) refers to schools in the community. Note that the rating scale has changed from the four-point scale used in questions

1 and 2 to a five-point scale for the statements in Question 3. You must make sure that the respondent is aware of the rating scale being used by reading as part of each statement the acceptable range of responses, "strongly agree," "agree," "undecided," "disagree," or "strongly disagree." Of the statements included as part of Question 3, only 3D regarding the school's role in developing a child's personality may call upon you to probe the respondent. If probes are necessary for Question 3D, you may substitute "how the child behaves," or "what the child is like" for the word "personality."

Questions 4A, 4B, 4C, 4D, 4E, 4F. This series of questions assesses parental interest in a child's school activities and the extent to which the parent believes it is appropriate to become involved in the child's school and with the child's teacher. Of the statements included as part of Question 4, only statement 4E regarding parents helping make decisions may call upon you to probe the respondent. If probes are necessary for Question 4E, you may indicate that the decisions about what the child is being taught refer to such things as lessons, subjects, or basic skills. Note that in statements 4D and 4E the implicit reference is to the teacher as the individual who is being helped.

Questions 5A, 5B. These two statements are intended to elicit an overall assessment of schools in the respondent's community and whether the schools are teaching useful information which will help children to eventually enter the occupational marketplace. It is important to emphasize that the statements refer to schools in the respondent's community. If the respondent agrees or strongly agrees with statement 5B, ask 5C; otherwise skip to Question 6.

Question 5C. This is an open-ended question requiring you to print legibly the response of the respondent. Write the items mentioned by the respondent in the order that they are mentioned. If the respondent indicates a global answer such as "education," probe until specific subject matter areas or specific curricular experiences are mentioned. For example, if "education" is the response, ask the respondent to indicate the type of education or ask the respondent to indicate what the education would be used for.

Questions 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K. This series of statements assesses the degree to which parents feel children should learn a first or second language in school and its consequences in school, in social situations, and in the occupational marketplace. It is important that you read the statements slowly, emphasizing key words and ensuring that the statement has meaning to the respondent. Phrasing, intonation, and word emphasis are important in eliciting reliable and valid responses.

Questions 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J. This series of statements concerns parents' attitudes toward Spanish speaking people learning about their own and other people's cultures and toward all children learning about Spanish speaking countries. The statements also refer to the importance placed by parents on a positive self-concept, self-esteem, learning a second language, basic skills, biliteracy, and learning to relate to others. Two of the statements may require additional probes with the respondent. In statement

7A, "Spanish speaking people should teach these ways of doing things to their children," the word "things" refers to foods, music, and the things that Spanish speaking people think are important, as in the statement above. You should repeat the earlier statement if the word "things" requires a probe. In statement 7D, "It is important for your child to feel good about himself/herself," the Spanish translation of "feel good about himself/herself" may require an additional probe. If a probe is needed in the Spanish administration, "modo de ser" could be probed as "estimarse a el/ella".

Question 8. This is the first in a series of open-ended questions (Questions 8, 9, 10, 10A, 10B), some of which are asked for both the pre and the posttests (Questions 8, 9), one for the pretest only (Question 10), and two for the posttest only (Questions 10A, 10B). Question 8 asks the respondent to identify a particular level of schooling that the respondent wants the child to complete in the child's lifetime. You should circle the highest year of schooling mentioned and only use the level of schooling (elementary school, high school, some college) as a guide or for assistance. If there is no response, probe further for the answer by asking the following question: "Would you like him/her to finish elementary school, high school, college, or university?" and then circle the number of years that correspond.

Question 9. This question asks the respondent to identify a particular job classification or category that the respondent would like the child to have when the child grows up. You print legibly the response, indicating the particular job or job category mentioned by the respondent. You must write down a classifiable job or occupation. Do not, however, probe further in this question by suggesting particular jobs or occupations, as this will influence the respondent's answer.

Question 10. If the parent's child is a member of the control group, do not ask Questions 10, 10A, or 10B, as these questions concern the effects of Head Start. If the parent's child is a member of the control group, skip to Question 11A. Question 10 is a pretest only question which asks the parents to anticipate what their child will gain in a Head Start program. You print legibly the respondent's answer indicating the specific items or things mentioned by the respondent in the order that they are mentioned. If there is no response, probe further for the answer saying the following: "Would you like your child to learn something that he doesn't know now?" or "What advantages do you expect the child to receive from attending Head Start?"

Question 10A. This posttest question asks what parents feel the child gained by participating in the Head Start program. You print legibly the response, indicating the specific items or things mentioned by the respondent in the order that they are mentioned. If there is no response, probe further for the answer saying the following, "Did your child learn to do something in the Head Start program that he didn't know before he started the program? If so, please tell me what he learned."

Question 10B. This posttest question asks the parents to assess whether the Head Start program in which the child participated met their expectations. You print legibly the items mentioned by the respondent in the order mentioned including any overall assessment or evaluative comments provided. For example, the respondent might indicate that the program was generally good but that it could be improved in particular areas or that it was not very good for certain reasons. If there is no response, probe further for the answer saying the following, "Are there things that you wanted the Head Start program to do? Please give me examples of those things."

Question 11A. This question provides information on the child's exposure to the language used by the respondent. Circle the number next to either the dominant language (Spanish or English) or both English and Spanish as the language(s) used by the respondent with the child at home.

Question 11B. This question provides information on the child's exposure to the language used by a second adult in the home. If there is more than one other adult at home, select the adult who is most involved with the child and if this person is not a parent, indicate the relationship this non-parent has with the child. Turn to the next page of the questionnaire following question 13D, and identify the second adult by name in the space provided at the time of the pretest. At the time of the posttest refer to this individual when asking questions about a second adult in the home. Now return to Question 11B and place a circle next to either the dominant language (Spanish or English) or both English and Spanish as the language(s) used by the second adult with the child at home. If there is no other adult in the home, indicate "no other parent or adult at home" by circling number 4 next to that phrase on the questionnaire.

Questions 12A, 12B, 12C, 12D, 13A, 13B, 13C, 13D. This series of questions concerns the respondent. Specifically, the questions concern background information on the English and Spanish language proficiency of the parent. Include with each statement the possible range of responses as "not at all," "a little," "fairly well," and "very well."

Questions 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D. This series of questions concerns background information on the English and Spanish language proficiency of the second adult. The referent for the second adult is the same individual who was used for Question 11B and identified before Question 14A.

Question 16. This question seeks to identify the primary caretaker of the child. Indicate only one answer by placing a check next to the individual mentioned or writing in the relationship of the other relative or individual to the child. The primary caretaker is the adult (preferably the mother) who is with the child and responsible for his/her care most of the day and evening when the child is awake.

Question 17. This question seeks to determine who is the second person most frequently charged with the caretaking of the child. Indicate only one answer by placing a check next to the individual mentioned or writing in the relationship of the relative or other individual to the child. Do not indicate the same person here who was mentioned in Question 16 above.

Question 18A. This question seeks to gather information on the educational attainment of the respondent and will be used as a measure of socioeconomic status. Indicate the total number of grades completed by the respondent by circling the number of grades, not the institutional level completed. If the respondent repeated the same grade level over several years, circle only the highest grade completed, not the number of years spent at any one grade. If no schooling was completed, skip to Question 19.

Question 18B. This question assesses the importance that parents place on their own education. It is important that you read the possible response categories from "strongly agree" to "strongly disagree" as part of the question so that the respondent knows the range of acceptable responses. If the respondent is unable to respond to the statement, you may probe by saying the following, "Do you feel that you got something from your time at school?" and then repeating the printed statement.

Question 19. This question seeks to gather information on the educational attainment of the second adult in the home and will be used as a measure of socioeconomic status. Indicate the total number of grades completed by the second adult by circling the number of grades, not the institutional level completed. If the second adult repeated the same grade level over several years, circle only the highest grade completed, not the number of years spent at any one grade.

Question 20A. This question provides a summary statement on the current employment status of the respondent. Indicate "yes" or "no" by circling the appropriate number on the questionnaire. If the response is "no" skip to Question 20D.

Question 20B. This question provides information on the extent to which the individual is currently employed. Indicate the total number of hours worked per week at the present time.

Question 20C. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socioeconomic status. Indicate both the title of the job held as well as what the individual does at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person has and what the individual does at that job. Skip to Question 21A.

Question 20D. This question assesses whether the respondent has ever been gainfully employed. Indicate "yes" or "no" by circling the appropriate number on the questionnaire. If the respondent's answer is "no," skip to Question 21A.

Question 20E. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socioeconomic status for those individuals not currently employed. Indicate both the title of the job held as well as what the individual did at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person had and what the individual did at that job.

Question 21A. This question provides a summary statement on the current employment status of the second adult. If there is a second adult, indicate "yes" or "no" by circling the number next to the appropriate word on the questionnaire. If the response is "no" skip to Question 21D.

Question 21B. This question provides information on the extent to which the second adult is currently employed. Indicate the total number of hours worked per week at the present time.

Question 21C. This question provides a summary description of the occupation of the second adult and will serve as another indicator of socioeconomic status. Indicate both the title of the job held as well as what the individual does at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person has and what the individual does at that job. Skip to Question 22.

Question 21D. This question assesses whether the second adult has ever been gainfully employed. Indicate "yes" or "no" by circling the number next to the appropriate word on the questionnaire. If the response is "no" skip to Question 22.

Question 21E. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socioeconomic status for those second adults who are not currently employed. Indicate both the title of the job held as well as what the individual did at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person had and what the individual did at that job.

Question 22. This question assesses the current income of the family and is another indicator of socioeconomic status. Show the card with the annual income figures to the respondent and ask the respondent to indicate or point to the income for the family for the past year. The family of concern here is the one with whom the child is living on a regular basis. Include as income all of the money that is earned by members of the entire household with whom the child is living. If the respondent is unable to indicate the total income in the way prescribed, you may ask the respondent to indicate the family income by hour, week , or month. If this latter procedure is followed, also indicate the number of hours worked per week, number of weeks worked per year, and number of months worked per year. This latter method should enable an annual income figure to be calculated. The interviewer can then circle the appropriate figure on the questionnaire.

Question 23. Circle the number of people who account for the income indicated in Question 22.

Question 24. This information is required to determine the length of exposure of the respondent to the language, education, and other cultural processes of the United States. You must indicate both the number of years and the number of months that the respondent has spent living on the mainland of the United States. In some cases, it will be necessary to calculate the total time for a respondent by asking for the dates of arrival and departure from the United States. If the person was born on the United States mainland and spent his/her entire life on the United States mainland, indicate the age of the respondent in years and months.

Question 25. This information is required to determine the length of exposure of the second adult to the language, education, and other cultural processes of the United States. You must indicate both the number of years and the number of months that the respondent has spent living on the mainland of the United States. In some cases, it will be necessary to calculate the total time for the second adult by asking for the dates for arrival and departure from the United States. If the person was born on the United States mainland and spent his/her entire life on the United States mainland, indicate the age of the respondent in years and months. If there is no second adult, skip to Question 26.

Question 26. This question provides information about the number of individuals who live in the household of the respondent. Indicate the total number of individuals, not just members of the immediate family or extended family, who are living in the home, both children and adults.

Question 27. This question is the first of a series related to household composition and asks whether there are other children living at home. Indicate "yes" or "no" by placing a check next to the appropriate word on the questionnaire. If the response is "no," skip to Question 29. "Live" means eats and sleeps most of the time in that household where the child is eating and sleeping.

Question 28. This question requires that you ask the respondent for information regarding the children living at home. Write in the information required in the matrix, including the name, age, and sex of each child including the Head Start or control group child. If the sibling was enrolled in Head Start, indicate the months of enrollment in Head Start for each child and the dominant language or languages spoken and understood by the child when first enrolled in Head Start. Finally, indicate whether the child had ever been enrolled in a bilingual/bicultural program by circling "yes" or "no." For example, if the sibling was enrolled in an elementary school program of bilingual/bicultural education for three years, circle "1 yes." If the sibling was not involved in a bilingual/bicultural program, circle "0 no."

Question 29. This question seeks to assess whether there has been any prior contact and familiarity with a Head Start Center. Indicate "yes" or "no" by circling the number next to the appropriate word on the questionnaire. If the answer is "no," skip to Question 31A.

Question 30. If the answer to Question 29 was "yes," indicate in writing the reason why the visit was made to a Head Start Center. The respondent should provide specific information as to why he or she visited the Center. You should repeat the question until you have a specific reason as to why the individual visited the Center.

Question 31A. This question seeks information regarding the current activity of all of the children who constitute the experimental and control group sample of the study. Indicate "yes" or "no" as to whether the child is enrolled in a Head Start or other preschool program by circling the number next to the appropriate response on the questionnaire.

Question 31B. If the child is enrolled in a Head Start or other preschool program, indicate the name and address of the program. If the child is not enrolled in either a Head Start or other preschool program, skip to Question 32. If the respondent indicates the name of another preschool program, probe to determine whether this program is primarily a day care center (to ensure the safety and entertainment of the child), or a preschool (to instruct the child in basic social and communication skills). Following the name of the center, indicate "day care" or "preschool" on the questionnaire.

Question 32. This is a pretest-only question intended to assess the parent's attitude toward the prospect of the Head Start Center's enabling the parent to become involved in the child's education. If the parent believes the Head Start will provide the means to become involved, indicate "yes" by circling the number next to the word on the questionnaire. If the answer is "no," place a circle next to the word on the questionnaire and skip to Question 34.

Question 33. This is a pretest-only question intended to secure information regarding the way that the respondent expects to be involved in his or her child's Head Start Center. It is important that you elicit specific information from the respondent as to how he/she expects to be involved in the Center. In what activities does the respondent anticipate becoming involved? How, specifically, will he/she become involved in these activities?

Question 34, 35, 36, 37. These four questions are to be used as both pre and posttest questions to the entire sample of experimental and control group parents whose children are enrolled in either a Head Start or a preschool program. For experimental group parents, you should read "Head Start" and for control group parents, you should read "preschool" in the question. For the pretest use the future tense (i.e., will be, will learn) in the questions and for the posttest use the present tense or past tense in the question (i.e., is able, learned). Question 37 should be read in the same way for both the pre and the posttest. Indicate a "yes" or "no" answer for each of the questions by placing a circle next to the appropriate word on the questionnaire.

Question 38. This question asks you to elicit the language spoken by the child with the respondent most of the time. Indicate English, Spanish, or both by circling the number next to the appropriate word on the questionnaire.

Question 39. This question asks the respondent to tell you what language is spoken by the child with the second adult most of the time. If there is no second adult living at home, skip to Question 40. If there is a second adult at home, elicit the information and indicate English, Spanish, or both by circling the number next to the appropriate word on the questionnaire or 8 for not applicable.

Question 40. This question asks the respondent to tell you what language is spoken by the child with his/her brothers or sisters most of the time. If there are no siblings living at home, skip to Question 41. If there are siblings at home, elicit the information and indicate English, Spanish, both, or N/A by circling the number next to the appropriate word on the questionnaire.

Questions 41, 42. These questions ask the respondent to tell you what language is spoken by the child with his/her grandparents and friends. Elicit the information and indicate English, Spanish, or both by placing a circle next to the appropriate word on the questionnaire or by circling 8 for "not applicable."

Question 43. This question asks the respondent to indicate whether there are books for the child to look at in the home. If the answer is "no," skip to Question 45. Indicate "yes" or "no" by placing a circle next to the appropriate word on the questionnaire.

Question 44. If the answer to Question 43 was "yes," this question seeks to identify the kinds of books in the home. Indicate the specific types or kinds of books by writing the kinds, types, or titles of books in the space provided.

Question 45. This question asks whether the respondent reads to or with the child. Note that the Spanish version should include "with" as well as "to." Indicate either "yes" or "no" by circling the number next to the appropriate word on the questionnaire.

Question 46. This question asks you to read a list of things children may play with and for the respondent to indicate "yes," "no," or "don't know" as to their availability at home. Read each item and circle the appropriate response. Circle "yes" only if the item is available in the home.

Question 47. This question asks you to read a list of things that the respondent may have taught his/her child and for the respondent to indicate whether the child "already knows" the skill or activity, or whether the respondent has or has not tried to teach the child the skill or activity. If the respondent indicates that he/she has tried to teach the child a skill or activity or if the respondent indicates that the child already knows the skill or activity, the respondent is asked to identify the language used as English, Spanish, or both English and Spanish. You must circle responses on the right (language) if the respondent answers on the left that the child "already knows" or "yes."

Question 48. This question is concerned with how the child spends a typical weekday. There is a matrix that you are asked to fill in with check marks indicating what the child is doing, where the child is, and who the child is with by various times of the day and evening. Begin by asking the respondent to think of a recent typical weekday for the child. Ask the respondent to tell you what the child usually does when he/she gets up in the morning between 6:00 and 9:00 A.M. Check each activity with a mark. Place two marks next to the most frequent or most typical activity. Now ask where the child usually spends the early part of the morning and place a check mark next to each location and a second check mark next to the most frequent. Note that there is a distinction made between "day care" and "preschool." Day care refers to child care and preschool refers to an instructional program for basic skills. Next ask who the child is usually with in the early morning and place a check mark next to each person and a second check mark next to the person with whom the child spends the most time. Continue this method, first by activity, then location, and then the person the child is with for each of the time periods indicated along the left hand margin. Be sure to indicate the most frequent activity, location, and person in each instance by adding a second check mark.

Question 49. The final question asks the respondent to ask you any questions or to provide any additional information that he/she deems appropriate.

End the interview by thanking the respondent and indicating the importance of the information for planning educational programs in the future. Indicate the time the interview finished on the first page of the questionnaire.

II. INTERVIEWER'S OBSERVATIONS

After you leave the respondent's home or the place of the interview, review the entire questionnaire for completeness, accuracy, and legibility. In addition, complete the following six areas of information.

Question 50. This section asks that you make a judgment as to the cooperativeness of the respondent. Read each of the five statements and indicate the one statement that best reflects the characteristics of the individual during the interview.

Question 51. Indicate here the language used to conduct the interview by circling the number next to either English, Spanish, or English and Spanish.

Question 52. This section asks you to rate the respondent as to the ability to speak the language in which the interview was conducted. If the respondent was fluent in the language(s), place a circle around 3 next to the words "very well." If the respondent was able to speak the language(s) with little or some difficulty, place a circle around 2 next to the words "fairly well." If the respondent spoke the language(s) a little or with considerable difficulty, circle 1 "a little," and if the respondent did not speak the language, circle 0 "not at all."

Question 53. This question asks you to rate the respondent as to ability to understand the language(s) in which the interview was conducted. If the respondent understood the language(s) without difficulty, place a circle around 3 next to the words "very well." If the respondent was able to understand the language(s) with little or some difficulty, place a circle around 2 next to the words "fairly well." If the respondent understood the language(s) a little or with considerable difficulty, circle 1 next to "a little" and if the respondent did not understand the language, circle 0 "very poorly."

Question 54. This question asks you to identify the ethnic background of the respondent. Circle the number next to the ethnic group of the respondent. If necessary, circle number 6 and write the name of the respondent's ethnicity or circle number 7 if you are unable to determine the respondent's ethnicity.

Question 55. It is important to the study to obtain more specific information regarding the respondents you have determined in Question 54 to represent Hispanic cultural backgrounds. You should write in the space provided after the word "comments" whether the respondent is Mexican American (i.e., Chicano), Cuban, Puerto Rican, or whether the respondent's background is associated with another Hispanic country (e.g., Colombia, Panama, Peru, etc.). Following this ethnic identity clarification for Hispanics, you may use the remainder of the space for any other comments regarding the interview process, the respondent, the questionnaire, the setting, or certain constraints which may have influenced the results of the interview. Feel free to write as much as you want! Now that you have finished with the questionnaire, you should check all of the responses for completeness and legibility. Next, follow the directions of the interview supervisor.

APPENDIX D

PARENT INTERVIEWER'S MANUAL

SUPERVISOR'S COPY

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A. What is a Survey?

Many businesses, government agencies, and other organizations need information to assist them in making decisions and formulating policy. A useful method for gathering such information is to conduct a survey. Businesses, for example, conduct market research surveys during which they ask people about the products they use, what changes they would like to see made in existing products, and how they might react to new products. In a similar regard, government agencies conduct surveys to see how satisfied people are with various services or to determine the changes, if any, which should be made in existing policies and programs.

There are many different ways to collect survey information. For example, information can be collected by calling a meeting and having people in favor and those opposed to a particular issue present their different views. Other methods for collecting information include polling people on street corners, in front of supermarkets, by telephone, by mail, or at their homes.

Regardless of who is sponsoring the information-gathering activity and the way in which it is conducted, there are three elements which are basic to almost every survey. These are:

1. The population or group of people to be interviewed (i.e., from whom the information is to be obtained).
2. The questions to be asked.
3. The interviewers who ask the questions.

Although there are a variety of ways to collect survey information, it is very important that the information which is collected give an accurate representation of the matter under study. A survey, therefore, usually involves collecting information from a sample of the population. Information is collected from this sample by asking the individuals who make up the sample a predetermined set of questions which are designed to obtain the desired information.

The use of a sample means that a small number of respondents can be selected to represent the whole population. This makes it possible to avoid the expensive and time-consuming process of interviewing everyone from the particular population. You can imagine, for example, how impossible it would be to try to contact every voter in the United States to ask whom he or she plans to vote for in the next presidential election. Fortunately, sampling techniques make it possible to rely on the opinions of only 4,000 to 5,000 voters to represent the opinions of the millions of voters in the United States. Indeed, if the sample is truly representative, the results of an election can usually be predicted with amazing accuracy.

For the present evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project, we will be collecting information from the mother or father of each child enrolled in eight experimental Head Start programs as well as the mother or father of each child in the control or comparison groups for these programs. It is expected that interviewers will administer a questionnaire twice at the homes of these parents, one near the beginning of the program as a pretest and one at the end of the program as a posttest. As you will see by reading this manual, since the information for this study is to be obtained by asking people to answer questions, skillful interviewing techniques and practices are vital to obtaining complete and accurate information. Only in this way can we be confident that our study will adequately represent the background, attitudes, and knowledge of the parents of the experimental and control group children.

B. Uses of Survey Information

The results of survey research are used in many ways. For example, government agencies may use survey information to help them evaluate their methods of handling particular problems involving housing, transportation, employment, health, or other social services. It is frequently the case that people's behavior or their attitudes regarding important issues are surveyed so that information about social and economic conditions can be made known to policy-makers and be accounted for by policy and program decisions.

In order to adequately and accurately interpret people's opinions, beliefs, and attitudes, it is necessary to ask questions such as "Why?" "How?" "How Many?" "Where?" and "When?" By asking questions such as "How did you find your current job?" "Do you belong to a union?" and "What is the distance between your home and your job?" we can begin to understand how a person goes about looking for work.

C. Conducting a Survey

The exact form which a survey takes depends on many factors, including the types of information which are needed, the population to be surveyed, the amount of money available for conducting the survey, the amount of time available, etc. For this reason, although most surveys share common elements, very few surveys are identical. An outline of the steps involved in the present survey is presented below. Since you, the interviewer, are one of the most important components of the overall survey process, it is important that you have some familiarity with the other components.

1. Planning the Study

This step involves determining the policy issues that must be addressed by the study. At this stage a decision is also made as to whether a survey is the best method for collecting the information which is needed. For this project a survey was deemed the best method of learning about the backgrounds, attitudes, and knowledge of parents of Head Start and control group children.

2. Selecting the Type of Survey

Once a survey is deemed feasible, the researcher must decide which type (i.e., face-to-face personal, telephone, mail, etc.) will obtain the best, most complete and accurate information. For this study an in-person survey conducted at the respondent's home was considered best.

3. Selecting the Sample

Because the objective of the study is to assess the effectiveness of specially developed bilingual/bicultural Head Start programs for Spanish speaking children, the sample includes the parents of the children who constitute both the experimental and control groups at each of the eight sites. A maximum of 90 mothers, fathers or parental surrogates will be interviewed at each site for a total sample of 720 individuals. Names and addresses of the parents are secured from each site and a letter informing them of the evaluation and the importance of their participation in the interviews is sent. The letter accompanies a consent form that is collected at the time of the first interview.

4. Constructing the Questionnaire

The next step is for the research group to design a questionnaire to be used in the survey. The objective is to word the questions in both Spanish and English in such a way that everyone interviewed will understand them. If certain people in the survey don't understand some of the questions, then the information which is obtained may not fully represent the opinions of the people who are interviewed.

5. Pilot-Testing the Questionnaire

Once the researchers have designed the questionnaire, it is then administered to a small number of people who are like those who will ultimately fall into the sample. This pilot test enables the researcher to understand how good (or bad) the questions are. Based on the outcome of this pilot test, revisions may be made to make the questions more understandable.

6. Interviewer Selection

Once an acceptable questionnaire is developed, field staff members are hired. This group usually consists of one or more field supervisors and several interviewers. The research group and the field supervisors train the interviewers in general interviewing techniques and familiarize them with the questionnaire to be used in the study. It is critical that interviewers become very familiar with the questionnaire so that each interview is conducted in exactly the same manner.

Local Head Start personnel such as the director, educational coordinator, and health worker should be contacted by the interview supervisor and asked for leads on likely candidates. The participant researcher or the implementation researcher at the site may also be asked to identify possible interviewers. Contact between the PR or IR and the interview supervisor should, however, take place away from the Head Start site. Head Start personnel who desire to work as interviewers in their off hours may be used but the permission of their superior at the Head Start center should be gained before they are hired. Parents of either experimental or control group children should not be used.

An interview should be held with each potential candidate. Background information as to a person's length of time in or familiarity with the community in which the interviewing is to take place, previous experience with interviewing, and educational history should be elicited from each individual. In addition, a language screen consisting of questions (Figure 1) should be given to the candidate in each language. This screen should be in the form of an interview which the candidate gives to the interview supervisor. The supervisor will then grade the speaking, reading, and writing abilities of each candidate and make a decision as to the fitness of the candidate. At least two and not more than eight interviewers should be selected at each site.

Figure 1

SPANISH SCREEN

Interview Supervisor: Each potential applicant should conduct this mini-interview with the interview supervisor to determine their ability to successfully conduct the interview.

Buenos Días/Buenas Tardes. Me llamo ____________________. Trabajo con la compañía Juárez y Asociados de Los Angeles, California. Estamos ayudando al programa Head Start con el fin de mejorar los programas educativos para los niños. Estamos hablando con los padres que tienen niños que asisten a las escuelas Head Start, y también con los padres de los niños que no están participando en este programa durante este año escolar. Al responder a estas preguntas, nos ayudarán a saber cómo podemos desarrollar mejores programas educativos para sus niños. Trataremos sus respuestas de manera confidencial, y su nombre no aparecerá en ningún reporte relacionado con este estudio.

Ahora, le voy a hacer unas preguntas sobre las escuelas. La gente tiene ideas muy distintas de lo que consideran que deben ofrecer las escuelas a sus niños. Voy a leerle unas cuantas ideas de otras personas sobre lo que quieren que las escuelas ofrezcan a sus niños. Dígame, por favor, si Ud. está MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

Las escuelas deberían educar a su niño(a) para que pueda conseguir un buen trabajo (empleo). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.

Ahora, quisiera saber como los padres pueden participar en las escuelas. La gente tiene ideas distintas de como los padres deberían participar en la escuela. ¿Qué opina Ud. de estas ideas? Dígame, por favor, si está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

Los padres deberían interesarse por lo que hace su niño(a) en la escuela. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.

Ahora, le voy a hacer unas preguntas acerca de las escuelas de su comunidad. La gente tiene ideas muy distintas sobre el éxito que tienen las escuelas. Por favor, dígame cómo considera Ud. el trabajo que están haciendo las escuelas en su vecindario. Está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

Las escuelas de nuestra comunidad no enseñan a nuestros niños lo necesario para que tengan éxito en su vida futura. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.

Hemos estado hablando de las escuelas en general. Ahora, vamos a hablar de la enseñanza del inglés y del español en la escuela. La gente tiene ideas distintas sobre la enseñanza del inglés y del español en la escuela. Dígame, por favor, sus opiniones acerca de las siguientes declaraciones sobre la enseñanza del inglés y del español en la escuela. Está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

Aprender a hablar español en la escuela hace más difícil el aprendizaje del inglés. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.

Hemos estado hablando de la enseñanza del inglés y del español en la escuela. Ahora, vamos a hablar sobre la enseñanza de como viven diferentes grupos de gente. Por ejemplo, algunas personas que hablan español tienen costumbres diferentes a las que no hablan español. Esto incluye lo que comen, la música que escuchan, las cosas que consideran importantes, y las cosas que enseñan a sus niños. Dígame, por favor, si está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

La gente que habla español debería enseñar a sus niños estas maneras de hacer las cosas. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.

¿Qué tipo de trabajo (empleo) quisiera Ud. que consiguiera su niño(a) cuando sea grande?

(Escriba la respuesta palabra por palabra)

¿Qué provecho espera Ud. que saque su niño(a) de su asistencia en Head Start?

(Escriba la respuesta palabra por palabra)

ENGLISH SCREEN

Interview Supervisor: Each potential applicant should conduct this mini-interview with the interview supervisor to determine their ability to successfully conduct the interview.

HELLO. MY NAME IS ___________________. I WORK FOR JUAREZ AND ASSOCIATES IN LOS ANGELES, CALIFORNIA. WE ARE HELPING HEAD START TO IMPROVE EDUCATION PROGRAMS FOR CHILDREN. WE ARE TALKING TO PARENTS WHOSE CHILDREN ARE GOING TO HEAD START SCHOOLS, AND TO PARENTS WHOSE CHILDREN ARE NOT GOING TO HEAD START DURING THIS SCHOOL YEAR. BY ANSWERING THESE QUESTIONS, YOU WILL HELP US FIND OUT HOW WE CAN DEVELOP BETTER HEAD START PROGRAMS FOR CHILDREN. YOUR ANSWERS WILL BE KEPT CONFIDENTIAL AND YOU WILL NOT BE IDENTIFIED IN ANY REPORTS RESULTING FROM THIS STUDY.

NOW I AM GOING TO ASK YOU SOME QUESTIONS ABOUT SCHOOL. PEOPLE HAVE DIFFERENT OPINIONS ABOUT WHAT SCHOOLS IN GENERAL SHOULD BE DOING FOR THEIR CHILDREN. I WILL READ YOU SOME STATEMENTS ABOUT WHAT OTHER PEOPLE WANT SCHOOLS TO DO FOR THEIR CHILDREN. PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

SCHOOLS SHOULD PREPARE YOUR CHILD TO GET A JOB. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.

NOW, I'M GOING TO ASK YOU HOW PARENTS MIGHT BE INVOLVED IN SCHOOLS. PEOPLE HAVE DIFFERENT OPINIONS ABOUT HOW PARENTS SHOULD BE INVOLVED WITH SCHOOL. PLEASE TELL ME HOW YOU FEEL ABOUT SOME OF THESE OPINIONS. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

PARENTS SHOULD BE INTERESTED IN WHAT THEIR CHILD IS DOING IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.

NOW, I'M GOING TO ASK YOU SOME QUESTIONS ABOUT SCHOOLS IN YOUR COMMUNITY. PEOPLE HAVE DIFFERENT OPINIONS ABOUT THE JOB THAT SCHOOLS ARE DOING. PLEASE TELL ME HOW GOOD A JOB SCHOOLS IN YOUR NEIGHBORHOOD ARE DOING. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

THE SCHOOLS IN OUR COMMUNITY ARE NOT TEACHING OUR CHILDREN THE THINGS THAT WILL HELP THEM GET AHEAD IN THE WORLD. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.

WE'VE BEEN TALKING ABOUT SCHOOLS IN GENERAL. NOW, LET'S TALK ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. PEOPLE HAVE DIFFERENT IDEAS ABOUT TEACHING CHILDREN ENGLISH AND SPANISH IN SCHOOL. PLEASE TELL ME HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

LEARNING TO SPEAK SPANISH IN SCHOOL MAKES IT HARDER FOR CHILDREN TO LEARN ENGLISH. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.

WE'VE BEEN TALKING ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. NOW, WE'RE GOING TO TALK ABOUT TEACHING HOW DIFFERENT GROUPS OF PEOPLE LIVE. FOR EXAMPLE, SOME SPANISH SPEAKING PEOPLE LIVE DIFFERENTLY FROM NON-SPANISH SPEAKING PEOPLE IN THE FOODS THEY EAT, THE MUSIC THEY LISTEN TO, THE THINGS THEY THINK ARE IMPORTANT, AND THE THINGS THEY TEACH THEIR CHILDREN. PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

SPANISH SPEAKING PEOPLE SHOULD TEACH THESE WAYS OF DOING THINGS TO THEIR CHILDREN. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.

WHAT KIND OF A JOB WOULD YOU LIKE FOR YOUR CHILD WHEN HE/SHE GROWS UP?

To become a social worker so he can help people.

(write response verbatim)

WHAT DO YOU EXPECT YOUR CHILD TO GAIN BY ATTENDING HEAD START?

To learn how to read and write and get along with others.

(write response verbatim)

7. Training of Interviewers

Training of the interviewers is to take place over approximately two days. It is to consist of five main parts: 1) Introduction to Juárez and Associates and the study, 2) Interviewing procedures including the role of the supervisor vis-a-vis that of the interviewer, 3) Questionnaire format and conducting the interview, 4) Completing the questionnaire, or a discussion of the form and content of each question, 5) Practice interviews. The first day's session should begin with a brief discussion of the Head Start evaluation. It should be made clear that the evaluation is designed to improve Head Start programs by providing enough information about different models so that local communities can choose which are best for them . This should be stressed when the interviewers are presenting themselves to a respondent. The character of Juárez and Associates as a minority firm engaged in socioeconomic research, management, and evaluations aimed at needs determination of its client populations should also be stressed to the interviewers in the initial session.

The second session should consist of a discussion of the interviewer's role and role management. During this period of time the supervisor should explain to the interviewers that they are to present themselves as what they are (student, housewife,etc.) who have been trained in the use of an instrument which is designed to find out what people think about Head Start. The interviewers should stress that they will have no access to the data which are gathered as that information will be turned over to their supervisor. If questions are raised which demand a further explanation ,the interviewers should refer to the letter which has been sent to the respondent or show the individual a copy of the letter. If questions persist the interviewers should refer the respondent to their supervisor. An effective way of preparing interviewers for the types of queries they may receive in the field is through role playing with the supervisor or another interviewer taking the part of the interviewee. For example the supervisor might raise questions such as "You should talk to someone else. José really spends most of the day with his grandmother." In such a case the supervisor and the interviewers may decide that the correct response would be to find out if the child actually does live with someone else and then do the interview with that person. Or it might be necessary to say "I would really like to get your opinions first then we will talk to José's grandmother also.

The supervisor may respond to a question on income by saying "Why are you asking me that?" To this, a response by the interviewer might be "I don't know, it's just one of those things they always ask,"or "Don't worry about it - just put down whatever you think is right." Interviewers might also be asked if they know a particular PR or IR to which they could respond honestly "No, I don't" or "Yes, I've seen him/her around the Head Start center." Interviewers could also be asked to play the parts of local parents or Head Start personnel thereby providing feedback to the supervisor on the types of questions or issues which might arise during the survey.

The third session of training should deal with the format of the questions and the procedures for asking questions. Interviewers should be cautioned not to attempt to fill in that part of the questionnaire labeled "For Office Use Only." In explaining how to ask questions and how to probe, role playing may again serve as a useful technique for standardizing interviewing procedures.

The fourth training session should entail a lengthy discussion of each question. The purpose of each should be discussed in general and in terms of its utility to the study.

A final session, whenever possible,should consist of practice interviews conducted by the interviewers and scheduling of the interviews. Each interviewer should try to conduct a "hot" and "cold" interview, the first being an interview with a friend or family member and the second with a stranger. Both interviews should be conducted with persons who are not members of the sample population. When such interviewing is not possible it may be replaced by additional role playing. General scheduling of interviews should also be accomplished during this period by mapping the location of the sample population. The addresses of all respondents should be plotted on a map of the area and interviewers should be assigned a chart of individuals who live in one area.

8. Fieldwork: Interviewing

During this stage, the overall success of the survey is in the hands of the supervisors and interviewers. Each interviewer is given a number of names of parents in the sample at the site. The interviewer must never substitute other respondents for those indicated by the supervisors.

At the end of each day, an interviewer will review each completed questionnaire to see that no sections have been omitted. Periodically the interviewer will be in communication with the supervisor or another person in charge to discuss the progress of the interviews.

9. Verifying an Interviewer's Work

A standard practice of all surveys is that field office staff will telephone a certain number of each interviewer's respondents to verify that the interviewer actually conducted an interview at the assigned address with the proper respondent. In the process, certain questions are re-asked to verify the responses recorded by the interviewer.

10. Editing and Coding

When questionnaires are returned from the field, they are checked for consistency, eligibility, and accuracy. Some questions may also require coding. That is the process by which a respondent's verbatim answers are classified into categories to reduce the data to a form which can be more easily used by the researchers. In some cases interviewers will be asked to assist with the coding while in the field at the site.

11. Keypunching the Information

Once the data have been edited and coded, keypunch operators punch the numbers from the questionnaire onto IBM cards. These IBM cards can then be run through a computer to make sure that all the keypunches are correct and consistent with each other (this process is called "cleaning the data").

12. Tabulating and Analyzing the Results

The research plan guides the researcher in tabulating the information from the IBM cards. These tabulations are intended to provide answers and an increased understanding of the background, attitudes, and knowledge of parents of both Head Start and control group children.

13. Writing the Report

On the basis of the statistical analysis, tables, charts, graphs, etc., are constructed and conclusions are made about the problem or issue being studied. The study report to be written by Juárez and Associates will then be submitted to the Administration for Children, Youth and Families (ACYF) of the Department of Health, Education and Welfare for its consideration.

14. Implementation of the Study Results

After the study is submitted to ACYF, its policy makers determine if, when, and how to best implement the findings of the study.

D. Study Objectives

The purpose of this evaluation is to assess the effectiveness of four specially designed bilingual/bicultural curriculum models as part of an ACYF Head Start strategy for Spanish speaking children. Each of the four models is being implemented at two Head Start centers to examine the feasibility of the model's use in more than one setting and its impact on children, their parents and on the Head Start staff, and to examine the attitudes and opinions of Head Start staff and parents on the philosophy and objectives of each model and the quality of its programmatic contents. The evaluation involves the collection of data through tests, questionnaires, interviews, and observations. Some of the data from parents, children and Head Start staff are being collected near the beginning (pretest) of the implementation of the models and at the end (posttest) of the implementation to measure the changes in attitudes and knowledge that occur as a result of the programs. To assist in explaining the causes of the changes that might be found in attitudes and knowledge, a comparison group of children and parents at each site who are not associated with the program were also selected as part of the total sample.

The questionnaire for use with parents concentrates on collecting the following information:

- Background characteristics, including the language spoken at home, parent education and occupation, the amount of time the family has lived in the U.S., and the experience of siblings in bilingual/bicultural programs.
- Attitudes and knowledge with regard to education in general, bilingual education in particular, and the parent's educational and vocational aspirations for their children.

E. About Juárez and Associates

Juárez and Associates, a privately owned and independently operated management consulting firm incorporated in California and located in Los Angeles, was founded in 1971 by its president, Nicandro F. Juárez, CMC (Certified Management Consultant), an experienced and able administrator. In the seven years of its operation, the firm has established itself in a number of areas. These include:

- General Management -- with an emphasis on management and techical assistance to government agencies
- Survey and Socioeconomic Research -- with an emphasis on hard-to-reach target populations
- Program Review and Evaluation Services -- in particular, federal, state, and local projects and programs for specialized populations, including those in Latin America.

- General Marketing -- with an emphasis on the marketing of government services
- Employment, Training, and Development Services -- including employee development, labor relations, equal opportunity, and affirmative action

Juárez and Associates has worked extensively with federal, state and local governmental agencies. The staff consists of a nucleus of twelve professionals with a wide variety of backgrounds and academic training. Many staff members have been with the firm for four or more years and most are bilingual in English and Spanish.

Juárez and Associates is an active member of the Association of Management Consultants and the National Council of Professional Services Firms. Individual memberships and certifications are maintained in the following organizations: the Institute of Management Consultants, the Academy of Management, the American Association of Public Opinion Research, the American Society for Training and Development, and the American Marketing Association.

A. Introduction

There are general interviewing procedures common to most types of surveys. Once these are understood, the specific survey procedures should be thoroughly learned.

B. Role of the Interviewer

The survey research interviewer is the eyes and the ears of the research process. The interviewer serves as a link between those who analyze the data and the respondents who furnish the information. In essence, the interviewer is part of a communication process. The information heard and recorded during an interview must be accurate and complete so as not to bias the content.

The interviewer's job is to make sure each person interviewed hears the questions exactly the way they are written in the questionnaire. If the researchers want to emphasize any particular words or phrases, they must provide this emphasis through the interviewer. Only when all interviewers working on a survey have learned to ask all the questions in the same way can the interviews be combined to give an accurate picture of the behaviors, preferences, and feelings of all respondents.

The interviewer is a valuable member of the research team: a survey is only as good as the interviewers who work on it.

C. Appearance, Behavior, and Punctuality

Because first impressions at the door are important, you should appear neat, well-groomed, and well-organized. In deciding what to wear, you should also consider the neighborhood in which you will be interviewing (i.e., blue-collar and suburban areas might each react favorably to different styles of dress). Having all the materials you need to introduce yourself ready before you knock on the door will help you to convey the impression that you are a competent professional.

Your behavior with the respondent should be pleasant, but not familiar. Even when you are not actually conducting the interview, you must avoid comments or action which could influence the information the respondent gives you.

During the interview, it is essential that you maintain a neutral attitude toward the information the respondent gives you. You must never comment on his/her answers, or suggest answers, even if you are asked. You must always beware of "silent biases," gestures, expressions, or other non-verbal clues which reveal your feelings about what the respondent has said.

When you conduct the interview, try to arrange for privacy, away from noise, television, or others who might distract or influence the respondent(s). If you are invited into the home and entering is appropriate, try to conduct the interview at a table, sitting opposite the respondent. This will enable you to arrange and work with the questionnaire more easily, and will make it difficult for the respondent to read the question before you do. If more than one adult is present, you should politely indicate that you would like to interview the person who spends the most time with the child. Do not smoke unless the respondent is smoking and gives you permission to do so.

Always be on time for interviews for which an appointment has been made.

D. Confidentiality

Confidentiality is a fundamental ethic of survey research. If we wish the respondent to speak freely and report facts accurately, it is essential that we be able to assure him or her that all information will in fact be kept confidential.

This assurance involves several aspects of the research process. First, all interviewers, supervisors, and other project staff members are required to sign a Pledge of Confidentiality, which states that the privacy of each respondent will be respected and that the contents of each interview will never be revealed to anyone other than the project staff. Second, individual interviews (i.e., completed questionnaires) are identified by a case number. All names and information which could identify a respondent are removed before the case is processed in the central office. When the interview is stored in a locked file, names and/or addresses are never stored with them.

Finally, all data are analyzed and published only in statistical form. Survey analysis deals with totals, percentages, and relationships between groups of data. Information about individual cases is never revealed.

You must be able to present these facts convincingly to the respondent if you are asked, or if you feel that he or she may be reluctant to participate or answer certain questions. You may also refer to the statement of confidentiality which appears on the first page of each questionnaire.

You the interviewer must uphold your pledge of confidentiality at all times. No matter how different, interesting, or peculiar an interview was, you must never discuss it with anyone except your interviewer supervisor (i.e., do not talk about it with your spouse, relatives, friends, etc.).

E. Using the Questionnaire

The interviewer's goal is to collect accurate information by using the survey instrument and by following the standard interviewing practices. To reach this goal, the interviewer needs to understand the questionnaire and the principles for its use, including how to ask the questions, how to follow instructions (i.e., skip patterns) in the questionnaire, and how to identify types of questions.

F. Instructions in the Questionnaire

The questionnaire contains instructions to you the interviewer. The instructions are there to help you use the questionnaire correctly and they must be followed exactly. These instructions are printed in different type faces so that you can easily tell the difference between instructions and questions.

Some of the more common rules and conventions relating to instructions contained in the questionnaire are given in the following sections. An item by item description of each question in the survey questionnaire is contained in the accompanying manual entitled "Instructions for Completing the Survey of Parents for the Evaluation of the Head Start Bilingual/Bicultural Curriculum Development Project".

You should have this latter manual with you and available for easy reference during every interview you conduct.

G. The Interview Supervisor

Prior to beginning any field interviewing at a site where participant researchers are currently working, the interview supervisor should meet with the participant researcher and consult with him or her concerning how to contact school officials and gain access to the parents in the school and non-school groups. Do not hold these meetings at the Head Start site. The interview supervisor should also work out with the participant researcher how to present him or herself to the staff and how to clearly differentiate the interviewer role from the participant researcher roles, and those of the testers. Suggestions for possible role differentiation include the following:

(1) Making certain that the interviewer is not seen as checking up on or supplementing or collaborating what the participant researcher may have already asked:

(2) Differentiation of the interviewer's task from the tester and testing group (even though some of the same individuals may be used) -- that is, making it clear that interviewers are not testing the parents.

(3) It may often be necessary to differentiate the interviewer's role and questions from the questions that may have been asked by the model staff members who are in the school sites.

The interviewer should make clear that he/she is not in any way checking up on or making any evaluative judgments concerning the parents' responses or the teachers or children at the school. In fact, the interviewer should probably make clear that he doesn't know that much about the particular Head Start site, the teachers, director, or students and that they are not his areas of expertise or concern. He/she should establish that his/her interest is purely in the parents' responses and perceptions. The less the parents perceive the interviewer as either an agent of the participant researcher or knowledgeable about the school, the better.

A clear strategy should be worked out for those situations where parents ask the interviewer for assistance of some kind. For example, control group parents may ask that their children be put into the school, or about changes in the school policy and procedures; the meaning of the testing; the funding for the center; the results of the school year, etc. The interviewer should not be put into the position of in any way explaining, justifying, assessing, or evaluating the school, children, or staff.

The interviewer should have a clear picture and a consistent explanation of the role of Juárez and Associates. The explanation that the interviewers give in the field should be consistent with (and if possible, should use the same words and phrases as) the explanations given by the participant researchers and implementation researchers when they were on-site. To facilitate this, the interviewer should consult with the participant researchers and implementation researchers prior to going to the field, and actually write down the words and phrases of explanations used for explaining the role of Juárez and Associates in particular and the evaluation more generally. The participant researcher should not be involved in any direct way with the parent interviews or the interviewers. The supervisor or Juárez and Associates should be contacted if problems or questions arise in the field.

Within each of the eight replication sites, 90 child/parent pairs will be administered the parent instrument (45 Head Start and 45 control parents). This represents the total sample of 720 parents (primary or secondary caretaker) at all of the eight sites involved in the evaluation.

It is necessary that you make every effort to obtain interviews from the primary caretakers of the selected children. A primary caretaker is likely to be the individual who register the child at the Head Start, usually the mother. The primary caretaker should be the adult person (preferably the mother) who spends the most time with the child. Should the primary caretaker be unavailable for an interview after several contact attempts, you are instructed to locate another parent or responsible adult caretaker for the interview. Only one interview should be conducted at a household for both the pretest and the posttest.

You will receive a list of names of children and their parents along with a home address and telephone number where each may be contacted. You should telephone each set of parents, identify yourself, and explain the reason for requesting an interview period, your desire to speak to only one adult (likely the mother), and that the total time needed will be less than one hour. Schedule an appointment to administer the questionnaire at a time convenient to the respondent, taking care not to overschedule your interviews for a particular day or time and allowing sufficient time for you to travel from one interview to another. Ask for travel directions if you are unsure of the location of the home. If the respondent prefers to meet at a place other than the home (e.g., Head Start Center), make sure that the facility is open and that the interview can be accommodated comfortably during the time needed.

Achievement of a 100 percent response rate for the pretest is desired, which will require up to seven contact attempts with each respondent. A response rate of at least 75 percent of those responding on the pretest will be sought for the posttest, which will require up to seven contact attempts for each respondent during the posttest.

Before the interview supervisor leaves a site, one of the interviewers must be responsible for the completed questionnaires. This individual should be given detailed instructions on the handling of issues and problems, the checking of questionnaires, and the mailing of the questionnaires to Juárez and Associates.

Before the interview supervisor leaves the site, he/she should verify one or two interviews per interviewer by calling a respondent and inquiring as to the success of the interview as well as asking one question chosen at random of the respondent.

H. Special Considerations

When presenting yourself or during the course of the interview you may encounter questions or resistance. An initial question may be "Who are you?" You should answer truthfully: "I am a student, housewife, neighbor, etc., who lives in the area, and I'm helping to collect information about Head Start and we're trying to find out what people think about Head Start programs. I have been trained to give this form (show the interview schedule) so you can say whatever you think about any of these questions."

If you are asked what will be done with the data again, answer truthfully that it will be turned over to your supervisor and will form part of an evaluation of Head Start. If questions persist, refer the person to the letter describing the interview which he/she has received or allow the individual to read your copy of the letter. If questions continue, refer the individual to your supervisor.

Similarily if in any situation you feel uncomfortable or unsafe in interviewing a particular person, don't do the interview at that time. Call your supervisor and explain the problem. The supervisor will then give you advice or accompany you on the interview.

When two interviewers go on an interview together, both should be introduced but only one should carry out the interview. The companion should sit quietly and only speak when addressed. Both interviewers should thank the interviewer on leaving.

APPENDIX E

Parent Interviewer's Manual
PART TWO

COMPLETING THE QUESTIONNAIRE

I. The Questionnaire

Salutation. On the first page of the questionnaire are two paragraphs which you should memorize for presentation to the respondent. The first paragraph is to be used for the pretest and the second paragraph for the posttest. The intent of the paragraphs is to introduce yourself, the purpose of the interview, and the confidential nature of the information that will be collected. It is important that you make this initial presentation in an informal manner to establish rapport with the respondent and to place the respondent at ease. Review the section on interviewing procedures, especially the portions concerning the role of the interviewer and the appearance, behavior and punctuality of the interviewer in Part I of this manual before conducting the interview.

Completing the Demographic Information. Following the salutation section on the cover page of the questionnaire, you will find a number of places where information regarding the child, respondent, interviewer, time of the interview and so on should be provided before proceeding with the administration of the questionnaire. Simply provide the information requested in the blanks provided. For example, write in the name and number of the child from the mater list of children given you by the interview supervisor. Indicate the name and address of the respondent and the telephone number(s) where he or she can be reached to schedule the second interview or to verify the conduct of an interview. Indicate whether the respondent is the mother, father or other relation of the child. If the respondent is neither the mother or the father, provide an explanation at the bottom of the page of why this person satisfies the criteria of a primary caretaker. Fill in the date and indicate the time the interview was begun and, following completion of the interview, the time that it was finished.

Question 1A, 1B, 2A, 2B. This series of questions elicits the parents perception of the child's ability to understand and speak English and Spanish. Make sure that the respondent understands the nature of the response required in accord with the four point scale, "not at all", "a little", "fairly well", and "very well". Because the scales used in the questionnaire vary from one set of questions to another, it is important that the appropriate responses be read for each series of questions as well as for each separate question throughout the questionnaire. The information from this first series of questions will be correlated with other language related questions, parental aspirations for the child, and attitudes toward education and schools.

Questions 3A, 3B, 3C, 3D, 3E, 3F. We are interested in parental opinions about the role of schools in general and the relative value of educational components. Emphasize to the respondent that statements 3A, 3B, 3C, 3D, 3E refer to schools in general and not to the schools in the community or to a particular school. Statement 3F, however, does refer to schools in the respondent's own community; after completing statement 3E you should indicate that the next question (3F) refers to schools in the community. Note that the rating scale has changed from questions 1 and 2 from a four to a five point scale for the statements in Question 3. You must make sure that the respondent is aware of the rating scale being used by reading as part of each statement the acceptable range of responses, "strongly agree", "agree", "undecided", "disagree" or "strongly disagree". Of the statements included as part of Question 3, only 3D regarding the school's role in developing a child's personality may call upon you to probe the respondent. If probes are necessary for Question 3D, you may substitute for the word "personality" how the child behaves, or what the child is like.

Questions 4A, 4B, 4C, 4D, 4E, 4F. This series of questions assesses parental interest in a child's school activities and the extent to which the parent believes it is appropriate to become involved in the child's school and with the child's teacher. Of the statements included as part of Question 4, only statement 4E regarding parents helping make decisions may call upon you to probe the respondent. If probes are necessary for Question 4E, you may indicate that the decisions about what the child is being taught refers to such things as lessons, subjects or basic skills. Note that in statements 4D and 4E the implicit referent is to the teacher as the individual who is being helped.

Question 5A, 5B. These two statements are intended to elicit an overall assessment of schools in the respondent's community and whether the schools are teaching useful information for children to enter the occupational marketplace. It is important to emphasize that the statements refer to schools in the respondent's community.

If the respondent agrees or strongly agrees with statement 5B, ask 5C, otherwise, skip to Question 6.

Question 5C. This is an open-ended question requiring you to print legibly the response of the respondent. Write the items mentioned by the respondent in the order that they are mentioned. If the respondent indicates a global answer such as "education," probe until specific subject matter areas or specific curricular experiences are mentioned. For example, if "education" is the response, ask the respondent to indicate the type of education or ask the respondent to indicate what the education would be used for.

Questions 6A, 6B, 6C, 6D, 6E, 6F, 6G, 6H, 6I, 6J, 6K. This series of statements assesses the degree to which parents feel children should learn a fi-st or second language in school and its consequences in school, in social situations, and in the occupational marketplace. It is important that you read the statements slowly, emphasizing key words and ensuring that the statement has meaning to the respondent. Phrasing, intonation and word emphasis is important in eliciting reliable and valid responses from respondents in the entire sample.

Questions 7A, 7B, 7C, 7D, 7E, 7F, 7G, 7H, 7I, 7J. This series of statements concerns parent's attitudes toward Spanish speaking people learning about their and other people's cultures and toward all children learning about Spanish speaking countries. The statements also refer to the importance placed by parents on a positive self-concept, self-esteem, learning a second language, basic skills, biliteracy, and learning to relate to others. Two of the statements may require additional probes with the respondent. In statement 7A, "Spanish speaking people should teach these ways of doing things to their children" the words "things" refers to the statement above where things refers to foods, music and the things that Spanish speaking people think are important. You should repeat the earlier statement if the word "things" requires a probe. In statement 7D, "It is important for your child to feel good about himself/herself", the Spanish translation may require an additional probe to refer to "feel good about himself/herself". If a probe is needed in the Spanish administration, "modo de ser" could be probed as "estimarse a el/ella".

Question 8. This is the first in a series of open-ended questions (Questions 8, 9, 10, 10A, 10B) some of which are asked for both the pre and posttests (Questions 8, 9), one for the pretest only (Question 10), and two for the posttest only (Question 10A, 10B). Question 8 asks the respondent to identify a particular level of schooling that the respondent wants the child to complete in the child's lifetime. You should circle the highest year of schooling mentioned and only use the level of schooling (elementary school, high school, some college) as a guide or for assistance. If there is no response, probe further for the answer by asking the following question: "Would you like him/her to finish elementary school, high school, college or university"? and then circle the number of years that correspond.

Question 9. This question asks the respondent to identify a particular job classification or category that the respondent would like the child to have when the child grows up. You print legibly the response, indicating the particular job or job category mentioned by the respondent. You must write down a classifiable job or occupation. Do not, however, probe further in this question through suggesting particular jobs or occupations as this will influence the respondent's answer.

Question 10. If the parent's child is a member of the control group, do not ask Questions 10, 10A or 10B as these questions concern the effects of Head Start. If the parent's child is a member of the control group, skip to Question 11A. Question 10 is a pretest only question which asks the parents to anticipate what their child will gain in a Head Start program. You print legibly the respondent's answer indicating the specific items or things mentioned by the respondent in the order that they are mentioned. If there is no response, probe further for the answer saying the following: "Would you like your child to learn something that he doesn't know now"?, or "What advantages do you expect the child to receive from attending Head Start"?

Question 10A. This posttest question asks what parents feel the child gained by participating in the Head Start program. You print legibly the response, indicating the specific items or things mentioned by the respondent in the order that they are mentioned. If there is no response, probe further for the answer saying the following, "Did your child learn to do something in the Head Start program that he didn't know before he started the program? If so, please tell me what he learned."

Question 10B. This posttest question asks the parents to assess whether the Head Start program in which the child participated met their expectations. You print legibly the items mentioned by the respondent in the order mentioned including any overall assessment or evaluative comments provided. For example, the respondent might indicate that the program was generally good but that it could be improved in particular areas or not very good and then provides reasons for the assessment. If there is no response, probe further for the answer saying the following, "Are there things that you wanted the Head Start program to do? Give me examples of those things."

Question 11A. This question provides information on the child's exposure to language used by the respondent. Circle the number next to either the dominant language (Spanish or English) or both English and Spanish as the language(s) used by the respondent with the child at home.

Question 11B. This question provides information on the child's exposure to the language used by a second adult in the home. If there is more than one other adult at home, select the adult that is most involved with the child and if this person is not a parent, indicate the relationship this non-parent has with the child. Turn to the next page of the questionnaire following question 13D, and identify the second adult by name in the space provided at the time of the pretest. At the time of the posttest refer to this individual when asking questions about a second adult in the home. Now return to Question 11B and place a circle next to either the dominant language (Spanish or English) or both English and Spanish as the language(s) used by the second adult with the child at home. If there is no other adult in the home, indicate "no other parent or adult at home" by circling number next to that phrase on the questionnaire.

Questions 12A, 12B, 12C, 12D, 13A, 13B, 13C, 13D. This series of questions concerns the respondent. Specifically, the questions concern background information on the English and Spanish language proficiency of the parent. Include with each statement the possible range of responses as "not at all", "a little", "fairly well" and "very well".

Questions 14A, 14B, 14C, 14D, 15A, 15B, 15C, 15D. This series of questions concerns background information on the English and Spanish language proficiency of the second adult. The referent for the second adult is the same individual that was used for question 11B and identified before Question 14A.

Question 16. This question seeks to identify the primary caretaker of the child. Indicate only one answer by placing a check next to the individual mentioned or writing in the relationship of the other relative or individual to the child. The primary caretaker is the adult (preferably the mother) who is with the child and responsible for his/her care most of the day and evening when the child is awake.

Question 17. This question seeks to determine who is the second person most frequently charged with the caretaking of the child. Indicate only one answer by placing a check next to the individual mentioned or writing in the relationship of the relative or other individual to the child. Do not indicate the same person here that was mentioned in Question 16 above.

Question 18A. This question seeks to gather information on the educational attainment of the respondent and will be used as a measure of socio-economic status. Indicate the total number of grades completed by the respondent by circling the number of grades not the institutional level completed. If the respondent repeated the same grade level several years, circle only the highest grade completed not the number of years spent at any one grade. If no schooling was completed, skip to Question 19.

Question 18B. This question assesses the importance that parents place on their own education. It is important that you read the possible response categories, from "strongly agree" to "strongly disagree" as part of the question so that the respondent knows the range of acceptable responses. If the respondent is unable to respond to the statement, you may probe by saying the following, "Do you feel that you go something from your time at school?" and then repeating the printed statement.

Question 19. This question seeks to gather information on the educational attainment of the second adult in the home and will be used as a measure of socio-economic status. Indicate the total number of grades completed by the second adult by circling the number of grades not the institutional level completed. If the second adult repeated the same grade level several years, circle only the highest grade completed not the number of years spent at any one grade.

Question 20A. This question provides a summary statement on the current employment status of the respondent. Indicate "yes" or "no" by circling the appropriate number on the questionnaire. If the response is "no" skip to Question 20D.

Question 20B. This question provides information on the extent to which the individual is currently employed. Indicate the total number of hours worked per week at the present time.

Question 20C. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socio-economic status. Indicate both the title of the job held as well as what the individual does at the job. The information provided here should enable a judgment to be made about the particular kind of job that, the person has and what the individual does at that job. Skip to Question 21A.

Question 20D. This question assesses whether the respondent has ever been gainfully employed. Indicate "yes" or "no" by circling the appropriate number on the questionnaire. If the respondent's answer is "no", skip to Question 21A.

Question 20E. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socio-economic status for those individuals not currently employed. Indicate both the title of the job held as well as what the individual did at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person had and what the individual did at that job.

Question 21A. This question provides a summary statement on the current employment status of the second adult. If there is a second adult, indicate "yes" or "no" by circling the number to the appropriate word on the questionnaire. If the response is "no" skip to Question 21D.

Question 21B. This question provides information on the extent to which the second adult is currently employed. Indicate the total number of hours worked per week at the present time.

Question 21C. This question provides a summary description of the occupation of the second adult and will serve as another indicator of socio-economic status. Indicate both the title of the job held as well as what the individual does at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person has and what the individual does at that job. Skip to Question 22.

Question 21D. This question assesses whether the second adult has ever been gainfully employed. Indicate "yes" or "no" by circling the number next to the appropriate word on the questionnaire. If the response is "no" skip to Question 22.

Question 21E. This question provides a summary description of the occupation of the respondent and will serve as another indicator of socio-economic status for those second adults who are not currently employed. Indicate both the title of the job held as well as what the individual did at the job. The information provided here should enable a judgment to be made about the particular kind of job that the person had and what the individual did at that job.

Question 22. This question assesses the current income of the family and is another indicator of socio-economic status. Show the card with the annual income figures to the respondent and ask the respondent to indicate or point to the income for the family for the past year. The family of concern here is the one with whom the child is living on a regular basis. Include as income all of the money that is earned by members of the entire household with whom the child is living. If the respondent is unable to indicate the total income in the way prescribed you may ask the respondent to indicate the family income by hour, week or month. If this later procedure is followed, also indicate the number of hours worked per week, number of weeks worked per year, and number of months worked per year. This later method should enable an annual income figure to be calculated. The interviewer can then circle the appropriate figure on the questionnaire.

Question 23. Circle the number of people who account for the income indicated in Question 22.

Question 24. This information is required to determine the length of exposure of the respondent to the language, education, and other cultural processes of the United States. You must indicate both the number of years and the number of months that the respondent has spent living on the mainland of the United States. In some cases, it will be necessary to calculate the total time for a respondent by asking for the dates of arrival and departure from the United States.

Question 25. This information is required to determine the length of exposure of the second adult to the language, education, and other cultural processes of the United States. You must indicate both the number of years and the number of months that the respondent has spent living on the mainland of the United States. In some cases, it will be necessary to calculate the total time for the second adult by asking for the dates of arrival and departure from the United States. If there is no second adult, skip to Question 26.

Question 26. This question provides information about the number of individuals who live in the household of the respondent. Indicate the total number of individuals, not just members of the immediate family or extended family, who are living in the home, both children and adults.

Question 27. This question is the first of a series related to household composition and asks whether there are other children living at home. Indicate "yes" or "no" by placing a check next to the appropriate word on the questionnaire. If the response is "no", skip to Question 29. "Live" means eats and sleeps most of the time in that household where the child is eating and sleeping.

Question 28. This question requires that you ask the respondent for information regarding other children living at home. Write in the information required in the matrix, including the name, age and sex of each child. If the sibling was enrolled in Head Start, indicate the months of enrollment in Head Start for each child and the dominant language (or both) spoken and understood by the child when first enrolled in Head Start. Finally, indicate whether the sibling had ever been enrolled in a bilingual/bicultural program by circling "yes" or "no". For example, if the sibling was enrolled in an elementary school program of bilingual/bicultural education for three years, circle "1 yes". If the sibling was not involved in a bilingual/bicultural program, circle "o no".

Question 29. This question seeks to assess whether there has been any prior contact and familiarity with a Head Start Center. Indicate "yes" or "no" by circling the number next to the appropriate word on the questionnaire. If the answer is "no", skip to Question 31A.

Question 30. If the answer to Question 29 was "yes", indicate in writing the reason why the visit was made to a Head Start Center. The respondent should provide specific information as to why he or she visited the Center. You should repeat the question until you have a specific reason as to why the individual visited the Center.

Question 31A. This question seeks information regarding the current activity of all of the children who constitute the experimental and control group sample of the study. Indicate "yes" or "no" as to whether the child is enrolled in a Head Start or other preschool program by circling the number next to the appropriate response on the questionnaire.

Question 31B. If the child is enrolled in a Head Start or other preschool program, indicate the name and address of the program. If the child is not enrolled in either a Head Start or other preschool program, skip to Question 32. If the respondent indicates the name of another preschool program, probe to determine whether this program is primarily a day care center (to ensure the safety and entertainment of the child), or a preschool (to instruct the child in basic social and communication skills). Following the name of the center, indicate "day care" or "preschool" on the questionnaire.

Question 32. This is a pretest only question intended to assess the parent's attitude toward the prospect of the Head Start Center's enabling the parent to become involved in the child's education. If the parent believes the Head Start will provide the means to become involved, indicate "yes" by circling the number next to the word on the questionnaire. If the answer is "no", place a circle next to the word on the questionnaire and skip to Question 34.

Question 33. This is a pretest only question intended to secure information regarding the way that the respondent expects to be involved in his or her child's Head Start Center. It is important that you elicit specific information from the respondent as to how he/she expects to be involved in the Center. In what activities does the respondent anticipate becoming involved? How, specifically will he/she become involved in these activities?

Question 34, 35, 36, 37. These four questions are to be used as both pre- and posttest questions to the entire sample of experimental and control group parents whose children are enrolled in either a Head Start or preschool program. For experimental group parents, you should read "Head Start" and for control group parents, you should read "preschool" in the question. For the pretest use the future tense (i.e., will be, will learn) in the questions and for the posttest use the present tense or past tense in the question (i.e., is able, learned). Question 37 should be read in the same way for both the pre- and posttest. Indicate a "yes" or "no" answer for each of the questions by placing a circle next to the appropriate word on the questionnaire.

Question 38. This question asks you to elicit the language spoken by the child with the respondent most of the time. Indicate English, Spanish, or both by circling the num-er next to the appropriate word on the questionnaire.

Question 39. This question asks the respondent to tell you what language is spoken by the child with the second adult most of the time. If there is no second adult living at home, skip to Question 40. If there is a second adult at home, elicit the information and indicate English, Spanish, or both by circling the number next to the appropriate word on the questionnaire or 8 for not applicable.

Question 40. This question asks the respondent to tell you what language is spoken by the child with his/her brothers or sisters most of the time. If there are no siblings living at home, skip to Question 41. If there are siblings at home, elicit the information and indicate English, Spanish, both or N/A by circling the number next to the appropriate word on the questionnaire.

Questions 41, 42. These questions ask the respondent to tell you what language is spoken by the child with his/her grandparents and friends. Elicit the information and indicate English, Spanish, or both by placing a circle next to the appropriate word on the questionnaire or by circling 8 for "not applicable".

Question 43. This question asks the respondent to indicate whether there are books for the child to look at in the home. If the answer is "no", skip to Question 45. Indicate "yes" or "no" by placing a circle next to the appropriate word on the questionnaire.

Question 44. If the answer to Question 43 was "yes", this question seeks to identify the kinds of books in the home. Indicate the specific types or kinds of books by writing the kinds, types or titles of books in the space provided.

Question 45. This question asks whether the respondent reads to or with the child. Note that the Spanish version should include "with" as well as "to". Indicate either "yes" or "no" by circling the number next to the appropriate word on the questionnaire.

Question 46. This question asks you to read a list of things children may play with and for the respondent to indicate "yes", "no" or "don't know" as to their availability at home. Reach each item and circle the appropriate response. Circle "yes" only if the item is available in the home.

Question 47. This question asks you to read a list of things that the respondent may have taught his/her child and for the respondent to indicate whether the child "already knows" the skill or activity, or whether the respondent has or has not tried to teach the child the skill or activity. If the respondent indicates that he/she has tried to teach the child a skill or activity or if the respondent indicates that the child already knows the skill or activity, the respondent is asked to identify the language used as English, Spanish, or both English and Spanish. You must circle responses on the right (language) if the respondent answers that the child "already knows" or "yes".

Question 48. This question is concerned with how the child spends a typical weekday. There is a matrix that you are asked to fill in with check marks indicating what the child is doing, where the child is and who the child is with by various times of the day and evening. Begin by asking the respondent to think of a recent typical weekday for the child. Ask the respondent to tell you what the child usually does when he/she gets up in the morning between 6:00 and 9:00 A.M. Check each activity with a mark. Place two marks next to the most frequent or most typical activity. Now ask where the child usually spends the early part of the morning and place a check mark next to each location and a second check mark next to the most frequent. Note that there is a distinction made between "day care" and "preschool." Day care refers to child care and preschool refers to an instructional program for basic skills. Next ask who the child is usually with in the early morning and place a check mark next to each person and a second check mark next to the person with whom the child spends the most time. Continue this method, first by activity, then location and then the person with whom the child is with for each of the time periods indicated along the left hand margin. Be sure to indicate the most frequent activity, location and person in each instance by adding a second check mark.

Question 49. The final question asks the respondent to ask you any questions or to provide any additional information that he/she deems appropriate.

End the interview by thanking the respondent and indicating the importance of the information for planning educational programs in the future. Indicate the time the interview finished on the first page of the questionnaire.

II. Interviewer's Observations

After you leave the respondent's home or the place of the interview, review the entire questionnaire for completeness, accuracy and legibility. In addition, complete the following six areas of information.

Question 50. This section asks that you make a judgment as to the cooperativeness of the respondent. Read each of the five statements and indicate the one statement that best reflects the characteristics of the individual during the interview.

Question 51. Indicate here the language used to conduct the interview by circling the number next to either English, Spanish, or English and Spanish.

Question 52. This section asks you to rate the respondent as to the ability to speak the language in which the interview was conducted. If the respondent was fluent in the language(s), place a circle around 3 next to the words "very well". If the respondent was able to speak the language(s) with little or some difficulty, place a circle around 2 next to the words "fairly well". If the respondent spoke the language(s) a little or with considerable difficulty, circle 1 "a little" and if the respondent did not speak the language, circle 0 "not at all".

Question 53. This question asks you to rate the respondent as to ability to understand the language(s) in which the interview was conducted. If the respondent understood the language(s) without difficulty, place a circle around 3 next to the words "very well". If the respondent was able to understand the language(s) with little or some difficulty, place a circle around 2 next to the words "fairly well'. If the respondent understood the language(s) a little or with considerable difficulty circle 1 next to "a little" and if the respondent did not understand the language, circle o, "very poorly".

Question 54. This question asks you to identify the ethnic background of the respondent. Circle the number next to the ethnic group of the respondent. If necessary, circle number 6 and write the name of the respondent's ethnicity or circle number 7 if you are unable to determine the respondent's identity.

Question 55. It is important to the study to determine more specific information regarding the respondents who you have determined in Question 54 to represent Hispanic cultural backgrounds. You should write in the space provided after the word "comments", whether the respondent is Mexican American (i.e., Chicano), Cuban, Puerto Rican or whether the respondent's background is associated with another Hispanic country (e.g., Colombia, Panama, Peru, etc.) Following this ethnic identity clarification for Hispanics, you may use the remainder of the space for any other comments regarding the interview process, the respondent, the questionnaire, the setting, or certain constraints which may have influenced the results of the interview. Feel free to write as much as you want! Now that you have finished with the questionnaire, you should check all of the responses for completeness and legibility. Next, follow the directions of the interview supervisor in coding particular questions and returning the questionnaire.

APPENDIX F

OFFICE USE ONLY
Card 1

ST ____________________ 3/
ID ____________________ 4-6/
GP ____________________ 7/

OMB # 85-R0350

Juárez and Associates, Inc.

PARENT QUESTIONNAIRE

PRE-TEST

HELLO. MY NAME IS ________________. I WORK FOR JUAREZ AND ASSOCIATES IN LOS ANGELES, CALIFORNIA. WE ARE HELPING HEAD START TO IMPROVE EDUCATION PROGRAMS FOR CHILDREN. WE ARE TALKING TO PARENTS WHOSE CHILDREN ARE GOING TO HEAD START SCHOOLS, AND TO PARENTS WHOSE CHILDREN ARE NOT GOING TO HEAD START DURING THIS SCHOOL YEAR. BY ANSWERING THESE QUESTIONS, YOU WILL HELP US FIND OUT HOW WE CAN DEVELOP BETTER HEAD START PROGRAMS FOR CHILDREN. YOUR ANSWERS WILL BE KEPT CONFIDENTIAL AND YOU WILL NOT BE IDENTIFIED IN ANY REPORTS RESULTING FROM THIS STUDY.

POST-TEST

HELLO. MY NAME IS ________________. I WORK FOR JUAREZ AND ASSOCIATES IN LOS ANGELES, CALIFORNIA. WE ARE HELPING HEAD START TO IMPROVE EDUCATION PROGRAMS FOR CHILDREN. WE ARE TALKING TO PARENTS WHOSE CHILDREN WENT TO HEAD START SCHOOLS, AND TO PARENTS WHOSE CHILDREN DID NOT GO TO HEAD START DURING THE 1979/1980 SCHOOL YEAR. BY ANSWERING THESE QUESTIONS, YOU WILL HELP US FIND OUT HOW WE CAN DEVELOP BETTER HEAD START EDUCATION PROGRAMS FOR CHILDREN. YOUR ANSWERS WILL BE KEPT CONFIDENTIAL AND YOU WILL NOT BE IDENTIFIED IN ANY REPORTS RESULTING FROM THIS STUDY.

Interviewer: ______________________ I.D. Number: ______________ 8-9/
Name of Respondent: ______________________________
Child's Name: ______________________________
Address: ______________________ Telephone: ______________
Respondent's Relationship to Child: ______________________ 10/
Child's I.D. Number: ______________________________
Place of Interview: ______________________ Date: ______________ 11-14/
Starting Time: ______________ a.m. p.m. Ending Time: ______________ a.m. p.m. 15-17/

OFFICE USE ONLY

FIRST WE WOULD LIKE TO KNOW HOW WELL YOUR CHILD UNDERSTANDS AND SPEAKS ENGLISH AND SPANISH.

		NOT AT ALL	LITTLE	FAIRLY WELL	VERY WELL	OFFICE USE ONLY
1A.	DOES YOUR CHILD UNDERSTAND ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	18/
1B.	DOES YOUR CHILD SPEAK ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	19/
2A.	DOES YOUR CHILD UNDERSTAND SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	20/
2B.	DOES YOUR CHILD SPEAK SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	21/

3. NOW I AM GOING TO ASK YOU SOME QUESTIONS ABOUT SCHOOL. PEOPLE HAVE DIFFERENT OPINIONS ABOUT WHAT SCHOOLS IN GENERAL SHOULD BE DOING FOR THEIR CHILDREN. I WILL READ YOU SOME STATEMENTS ABOUT WHAT OTHER PEOPLE WANT SCHOOLS TO DO FOR THEIR CHILDREN. PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
A.	SCHOOLS SHOULD PREPARE YOUR CHILD TO GET A JOB. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	22/
B.	SCHOOLS SHOULD TEACH YOUR CHILD TO READ AND WRITE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	23/
C.	SCHOOLS SHOULD TEACH YOUR CHILD TO DO ARITHMETIC (E.G., ADD AND SUBTRACT). DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	24/
D.	SCHOOLS SHOULD DEVELOP YOUR CHILD'S PERSONALITY. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	25/

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
E.	SCHOOLS SHOULD TEACH YOUR CHILD TO GET ALONG WITH OTHERS. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	26/
F.	THE SCHOOLS IN OUR COMMUNITY ARE NOT DOING AS GOOD A JOB OF EDUCATING OUR CHILDREN AS THEY COULD. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5	27/

4. NOW, I'M GOING TO ASK YOU HOW PARENTS MIGHT BE INVOLVED IN SCHOOLS. PEOPLE HAVE DIFFERENT OPINIONS ABOUT HOW PARENTS SHOULD BE INVOLVED WITH SCHOOL. PLEASE TELL ME HOW YOU FEEL ABOUT SOME OF THESE OPINIONS. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	
A.	PARENTS SHOULD BE INTERESTED IN WHAT THEIR CHILD IS DOING IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	2
B.	PARENTS SHOULD CALL THEIR CHILD'S TEACHERS TO FIND OUT HOW THE CHILD IS DOING AT LEAST ONCE A YEAR. DO YOU STRONGLY AGREE, AGREE FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	2
C.	PARENTS SHOULD VISIT THEIR CHILD'S SCHOOL AT LEAST ONCE DURING THE SCHOOL YEAR. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	30
D.	PARENTS SHOULD VOLUNTEER TO HELP OUT IN THEIR CHILD'S CLASSROOM. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	31

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
E. PARENTS SHOULD HELP MAKE DECISIONS ABOUT WHAT THEIR CHILD WILL BE TAUGHT. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	32/
F. TEACHERS KNOW WHAT IS BEST FOR CHILDREN SO PARENTS SHOULD SUPPORT THE TEACHERS' JUDGMENT. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	33/

5. NOW, I'M GOING TO ASK YOU SOME QUESTIONS ABOUT SCHOOLS IN YOUR COMMUNITY. PEOPLE HAVE DIFFERENT OPINIONS ABOUT THE JOB THAT SCHOOLS ARE DOING. PLEASE TELL ME HOW GOOD A JOB SCHOOLS IN YOUR NEIGHBORHOOD ARE DOING. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	
A. THE SCHOOLS IN OUR COMMUNITY ARE DOING AS GOOD A JOB OF EDUCATING OUR CHILDREN AS POSSIBLE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	34/
B. THE SCHOOLS IN OUR COMMUNITY ARE NOT TEACHING OUR CHILDREN THE THINGS THAT WILL HELP THEM GET AHEAD IN THE WORLD. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5	35/

(Interviewer: If interviewee agrees or strongly agrees with B, ask C.)

C. WHAT WOULD YOU LIKE THE SCHOOLS TO TEACH THAT THEY ARE NOT TEACHING NOW?

____________________ 36/

____________________ 37/

____

____

(write response verbatim)

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6. WE'VE BEEN TALKING ABOUT SCHOOLS IN GENERAL. NOW, LET'S TALK ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. PEOPLE HAVE DIFFERENT IDEAS ABOUT TEACHING CHILDREN ENGLISH AND SPANISH IN SCHOOL. PLEASE TELL ME HOW YOU FEEL ABOUT THE FOLLOWING STATEMENTS ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	
A. LEARNING TO SPEAK SPANISH IN SCHOOL MAKES IT HARDER FOR CHILDREN TO LEARN ENGLISH. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5	38/
B. LEARNING TO SPEAK ENGLISH IS IMPORTANT FOR SUCCESS IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	39/
C. CHILDREN WHO ALREADY SPEAK ENGLISH SHOULD NOT HAVE TO LEARN TO SPEAK SPANISH. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5	40/
D. SCHOOLS SHOULD PROVIDE OPPORTUNITIES FOR CHILDREN TO LEARN TO SPEAK A SECOND LANGUAGE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	41/
E. CHILDREN WHO SPEAK ONLY SPANISH SHOULD BE TAUGHT ONLY IN SPANISH, UNTIL THEY LEARN ENGLISH. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	1	2	3	4	5	42/
F. LEARNING TO SPEAK IN SPANISH IS IMPORTANT FOR CHILDREN BECAUSE IT WILL HELP THEM TO GET ALONG WITH OTHERS IN OUR COMMUNITY. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	43/

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
G.	IF CHILDREN LEARN TO SPEAK SPANISH IT WILL HELP THEM TO GET A GOOD JOB. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	44/
H.	IF CHILDREN LEARN TO SPEAK ENGLISH IT WILL HELP THEM TO MAKE FRIENDS WITH NON-SPANISH SPEAKING PEOPLE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	45/
I.	IF CHILDREN LEARN TO SPEAK BOTH ENGLISH AND SPANISH IT WILL HELP THEM BE SUCCESSFUL IN SCHOOL. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	46/
J.	IF CHILDREN LEARN TO SPEAK BOTH ENGLISH AND SPANISH, IT WILL HELP THEM TO GET A GOOD JOB. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	47/
K.	IT IS IMPORTANT THAT CHILDREN LEARN TO SPEAK AND READ THEIR OWN LANGUAGE FIRST BEFORE LEARNING TO READ A SECOND LANGUAGE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	48/

7. WE'VE BEEN TALKING ABOUT TEACHING ENGLISH AND SPANISH IN SCHOOL. NOW, WE'RE GOING TO TALK ABOUT TEACHING HOW DIFFERENT GROUPS OF PEOPLE LIVE. FOR EXAMPLE, SOME SPANISH SPEAKING PEOPLE LIVE DIFFERENTLY FROM NON-SPANISH SPEAKING PEOPLE IN THE FOODS THEY EAT, THE MUSIC THEY LISTEN TO, THE THINGS THEY THINK ARE IMPORTANT, AND THE THINGS THEY TEACH THEIR CHILDREN. PLEASE TELL ME IF YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE THAT:

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
A.	SPANISH SPEAKING PEOPLE SHOULD TEACH THESE WAYS OF DOING THINGS TO THEIR CHILDREN. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	49/

		STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	OFFICE USE ONLY
B.	ALL CHILDREN SHOULD BE TAUGHT ABOUT THE FAMOUS PEOPLE AND EVENTS IN SPANISH-SPEAKING COUNTRIES. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	50/
C.	IF A SPANISH-SPEAKING CHILD LEARNS HOW NON-SPANISH SPEAKING PEOPLE LIVE, HE/SHE WILL BE ABLE TO GET ALONG BETTER WITH THEM. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	51/
D.	IT IS IMPORTANT FOR YOUR CHILD TO FEEL GOOD ABOUT HIMSELF/HERSELF. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	52/
E.	IT IS JUST AS IMPORTANT FOR YOUR CHILD TO FEEL GOOD ABOUT HIMSELF/HERSELF AS IT IS TO BE SUCCESSFUL IN SCHOOL WORK. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, STRONGLY DISAGREE.	5	4	3	2	1	53/
F.	IF YOUR CHILD IS SUCCESSFUL IN SCHOOL, HE/SHE WILL GENERALLY FEEL GOOD ABOUT HIMSELF/HERSELF. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	54/
G.	IT IS VERY IMPORTANT FOR YOUR CHILD TO LEARN A SECOND LANGUAGE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	55/
H.	IT IS VERY IMPORTANT FOR YOUR CHILD TO LEARN TO READ AND WRITE. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	56/

OFFICE USE ONLY

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE	
I. IT IS VERY IMPORTANT FOR YOUR CHILD TO READ AND WRITE IN SPANISH AND ENGLISH. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	57/
J. IT IS JUST AS IMPORTANT FOR YOUR CHILD TO LEARN TO GET ALONG WITH OTHERS AS IT IS FOR HIM/HER TO READ AND DO ARITHMETIC. DO YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	5	4	3	2	1	58/

NOW, I'M GOING TO ASK YOU SOME QUESTIONS ABOUT WHAT YOU WOULD WANT YOUR CHILD TO BE LIKE WHEN HE/SHE GROWS UP.

8. IF YOU COULD HAVE EVERYTHING TURN OUT AS YOU WOULD LIKE, HOW FAR DO YOU WANT YOUR CHILD TO GO IN SCHOOL? 59-60/

no school	0					
grade school	01	02	03	04	05	06
secondary	07	08	09	10	11	12
college or university	13	14	15	16	17	18+
don't know	99					

(Interviewer: If no response, you may probe further for the answer by saying the following: WOULD YOU LIKE HIM/HER TO FINISH ELEMENTARY SCHOOL, HIGH SCHOOL, TRADE SCHOOL, OR SOME COLLEGE?)

9. WHAT KIND OF A JOB WOULD YOU LIKE FOR YOUR CHILD WHEN HE/SHE GROWS UP? 61-62/

____

____

____

(write response verbatim)

(Interviewer: Skip to Question 11A if the child is not a Head Start student.)

for pre-test 10. WHAT DO YOU EXPECT YOUR CHILD TO GAIN BY ATTENDING HEAD START? 63-64

____

____

____

(write response verbatim)

for post-test 10A. WHAT DID YOUR CHILD GAIN FROM THE HEAD START PROGRAM? ________________ 65-66/

____

____

(write response verbatim)

OFFICE USE ONL

for post-test 10B. DID THIS PROGRAM DO THE THINGS THAT YOU WANTED IT TO DO FOR YOUR CHILD? 67-68/

____

____

____

(write response verbatim)

(Interviewer: If respondent does not answer, use probe, e.g., WERE THERE THINGS THAT YOU WANTED THE HEAD START PROGRAM TO DO? WHAT ARE THEY?)

11A. AT HOME, DO YOU SPEAK TO YOUR CHILD IN ENGLISH ONLY, IN SPANISH ONLY, OR IN BOTH ENGLISH AND SPANISH? 69/

- 1 English only
- 2 Spanish only
- 3 both English and Spanish

11B. IF THERE IS ANOTHER PARENT OR OTHER ADULT AT HOME, DOES HE/SHE SPEAK TO THE CHILD IN ENGLISH ONLY, IN SPANISH ONLY, OR IN BOTH ENGLISH AND SPANISH? 70/

- 1 English only
- 2 Spanish only
- 3 both English and Spanish
- 4 no other parent or adult at home

	not at all	a little	fairly well	very well	
12A. DO YOU UNDERSTAND ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	71/
12B. DO YOU SPEAK ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	7
12C. DO YOU READ ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	73/
12D. DO YOU WRITE ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	74/
13A. DO YOU SPEAK SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	75/
13B. DO YOU READ SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	76/
13C. DO YOU UNDERSTAND SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	7
13D. DO YOU WRITE SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	78

OFFICE USE ONLY

(Interviewer: If there is no other parent or adult at home, skip to Question 16.)

(Interviewer: If there is more than one other adult at home, select the one most involved with the child. If the second adult is other than a parent, indicate the relationship to the child. All further questions involving the second adult will relate to this person. Relationship of other adult: ______________________________ *.)* 79/

(Indicate name and relationship to child.)

	not at all	a little	fairly well	very well	*Card 2*
14A. DOES THE OTHER PARENT OR ADULT UNDERSTAND ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	8/
14B. DOES THE OTHER PARENT OR ADULT SPEAK ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	9/
14C. DOES THE OTHER PARENT OR ADULT READ ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	10/
14D. DOES THE OTHER ADULT OR PARENT WRITE ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	11/
15A. DOES THE OTHER PARENT OR ADULT SPEAK SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	12/
15B. DOES THE OTHER PARENT OR ADULT READ SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	13/
15C. DOES THE OTHER PARENT OR ADULT UNDERSTAND SPANISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	14/
15D. DOES THE OTHER ADULT OR PARENT WRITE ENGLISH VERY WELL, FAIRLY WELL, A LITTLE, OR NOT AT ALL?	0	1	2	3	15/

16. WHO TAKES CARE OF YOUR CHILD MOST OF THE TIME? 16/

(Interviewer: Please indicate only one answer.)

__1__ mother

__2__ step-mother

__3__ father

__4__ step-father

__5__ older sister/brother

__6__ other relative; relationship ______________________________

__7__ other; relationship ______________________________

OFFICE USE ONLY

17. NEXT TO THIS PERSON, WHO TAKES CARE OF YOUR CHILD MOST OF THE TIME?

(Interviewer: Please indicate only one answer.)

__1__ mother
__2__ step-mother
__3__ father
__4__ step-father
__5__ older sister/brother
__6__ other relative; relationship ____________________
__7__ other; relationship ____________________
__8__ no one else

17/

18A. HOW FAR IN SCHOOL DID YOU GO?

no school	0					
grade school	01	02	03	04	05	06
secondary	07	08	09	10	11	12
college or university	13	14	15	16	17	18+
don't know	99					

18-19/

(Interviewer: If no education at all, go to Question 19.)

REMEMBER WHEN I ASKED YOU THE QUESTIONS ABOUT THINGS THAT WERE TAUGHT IN SCHOOLS, I ASKED YOU WHETHER YOU STRONGLY AGREE, AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE. NOW, I AM GOING TO ASK YOU ANOTHER QUESTION LIKE THOSE.

	STRONGLY AGREE	AGREE	FEEL UNDECIDED	DISAGREE	STRONGLY DISAGREE
18B. WHEN YOU LOOK BACK ON YOUR SCHOOL YEARS, DO YOU FEEL THEY WERE WELL SPENT? DO YOU STRONGLY AGREE, FEEL UNDECIDED, DISAGREE, OR STRONGLY DISAGREE.	__5__	__4__	__3__	__2__	__1__

20/

(Interviewer: If there is no other parent or adult at home, skip to Question 20A.)

NOW I'M GOING TO ASK YOU ANOTHER QUESTION LIKE THAT ONE.

19. HOW FAR IN SCHOOL DID THE OTHER PARENT OR ADULT LIVING AT HOME GO?

no school	0					
grade school						
secondary				10	11	12
college or university	13	14	15	16	17	18+
don't know	99					

21-22/

OFFICE USE ONLY

20A. ARE YOU WORKING NOW? __1__ yes __0__ no — 23/

(Interviewer: If no, skip to Question 20D.)

20B. HOW MANY HOURS PER WEEK? ____ — 24-25/

20C. WHAT DO YOU DO? ____________________ — 26-27/

____

(write response verbatim)

(Interviewer: Skip to Question 21A.)

20D. HAVE YOU EVER HAD A JOB? __1__ yes __0__ no — 28/

(Interviewer: If no, skip to Question 21A.)

20E. WHAT WAS YOUR MOST RECENT JOB? ____________________ — 29-30/

____

____

(write response verbatim)

21A. *(Interviewer: If there is no other parent or adult at home, skip to Question 22.)*

IS THE OTHER PARENT OR ADULT WORKING NOW? __1__ yes __0__ no — 31/

(Interviewer: If no, skip to Question 21D.)

21B. HOW MANY HOURS PER WEEK? ____ — 32-33/

21C. WHAT DOES HE/SHE DO? ____________________ — 34-35/

____

____

(write response verbatim)

(Interviewer: Now, skip to Question 22.)

21D. HAS HE/SHE EVER HAD A JOB __1__ yes __0__ no — 36/

(Interviewer: If no, skip to Question 22.)

21E. WHAT WAS HIS/HER MOST RECENT JOB? ____________________ — 37-38/

____

____

(write response verbatim)

OFFICE USE ONLY

22. PLEASE LOOK AT THIS CARD AND TELL ME WHICH CODE NUMBER REPRESENTS YOUR FAMILY INCOME FOR THE PAST YEAR, INCLUDING ALL SOURCES. 39-40/
(*Interviewer: Show card and circle the appropriate code number.*)

01	\$ 0 - \$1,000	10	\$ 9,001 - \$10,000
02	\$1,001 - \$2,000	11	\$10,001 - \$11,000
03	\$2,001 - \$3,000	12	\$11,001 - \$12,000
04	\$3,001 - \$4,000	13	\$12,001 - \$13,000
05	\$4,001 - \$5,000	14	\$13,001 - \$14,000
06	\$5,001 - \$6,000	15	\$14,001 - \$15,000
07	\$6,001 - \$7,000	16	more than \$15,001
08	\$7,001 - \$8,000	99	don't know
09	\$8,001 - \$9,000		

39-40/

(*Interviewer: If respondent doesn't know, probe for hourly, weekly, or monthly income. Also probe for amount of time worked.*)

hourly income ________ hours worked per week ________
weekly income ________ days worked per month ________
monthly income ________ months worked per year ________

23. THIS INCOME IS EARNED BY HOW MANY PEOPLE?
(*Interviewer: Please circle the appropriate code number.*)

01 06
02 07 41-42/
03 08
04 09 or more
05 99 don't know

24. HOW MANY YEARS HAVE YOU LIVED IN THE UNITED STATES (MAINLAND)? 43-45/
YEARS _____ MONTHS _____

(*Interviewer: If there is no other parent or adult at home, skip to Question 26.*)

25. HOW MANY YEARS HAS THE OTHER PARENT OR ADULT LIVED IN THE UNITED STATES?
YEARS _____ MONTHS _____ 46-48/

26. HOW MANY PEOPLE, COUNTING YOURSELF, LIVE IN YOUR HOME? _____ 49-50/

27. DO YOU HAVE ANY OTHER CHILDREN LIVING AT HOME? __1__ yes __0__ no 51/

(*Interviewer: If no, skip to Question 29.*)

OFFICE USE ONLY

28. STARTING WITH THE OLDEST CHILD, PLEASE TELL ME THEIR NAMES, AGES, AND SEX. WERE ANY OF THESE CHILDREN ENROLLED IN HEAD START? IF SO, TELL ME WHAT LANGUAGE THEY SPOKE AND UNDERSTOOD WHEN FIRST ENROLLED IN HEAD START. HAVE ANY OF YOUR CHILDREN ATTENDED ANY OTHER BILINGUAL/BICULTURAL SCHOOL PROGRAMS?

NAME	AGE	SEX	MONTHS IN HEAD START	LANGUAGE SPOKEN AND UNDERSTOOD WHEN FIRST ENROLLED IN HEAD START	INVOLVEMENT IN ANY OTHER BILINGUAL/ BICULTURAL PROGRAM
					1 yes 0 no
					1 yes 0 no
					1 yes 0 no
					1 yes 0 no
	52-53/	54/	55-56/	57-58/	59/

29. HAVE YOU EVER VISITED A HEAD START CENTER? _1_ yes _0_ no — 60/

(Interviewer: If no, skip to Question 31A.)

30. WHY DID YOU GO? ____________________ — 61/

____

____

(write response verbatim)

31A. IS YOUR CHILD CURRENTLY ENROLLED IN HEAD START OR OTHER PRESCHOOL? Yes _1_ No _0_ — 62/

(Interviewer: If the child is not enrolled in a program, skip to Question 38.)

31B. PLEASE TELL ME WHAT PRESCHOOL OR OTHER PROGRAM YOUR CHILD IS IN __________ — 63/

Name: ____________________

Address: ____________________

(Interviewer: If the child is enrolled in Head Start, ask Questions 32 and 33 - only during the pre-test.)

for pre-test 32. DO YOU FEEL THE HEAD START CENTER WILL ENABLE YOU TO BECOME DIRECTLY INVOLVED WITH YOUR CHILD'S EDUCATION? _1_ yes _0_ no — 64/

(Interviewer: If no, skip to Question 34.)

for pre-test 33. HOW DO YOU THINK YOU WILL BE INVOLVED? ____________________ — 65/

____

____

(write response verbatim)

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(Interviewer: If child is enrolled in Head Start program, use the term "Head Start" and ask Questions 34-37.
If child is enrolled in a preschool program, use the term "Preschool" and ask Questions 34-37.
If child is not enrolled in Head Start program or preschool program, skip to Question 38.)

34. BECAUSE OF HEAD START/PRESCHOOL, DO YOU THINK YOUR CHILD WILL BE/IS ABLE TO EXPRESS HIMSELF/HERSELF BETTER? _1_ yes _0_ no 66/

35. BECAUSE OF HEAD START/PRESCHOOL, DO YOU THINK YOUR CHILD WILL LEARN/LEARNED MORE SPANISH? _1_ yes _0_ no 67/

36. BECAUSE OF HEAD START/PRESCHOOL, DO YOU THINK YOUR CHILD WILL LEARN/LEARNED MORE ENGLISH? _1_ yes _0_ no 68/

37. BECAUSE OF HEAD START/PRESCHOOL, DO YOU THINK YOUR CHILD WILL DO BETTER WHEN HE/SHE STARTS REGULAR SCHOOL? _1_ yes _0_ no 69/

38. WHAT LANGUAGE DOES YOUR CHILD SPEAK WITH YOU MOST OF THE TIME? _1_ English _2_ Spanish _3_ Both 70/

39. *(Interviewer: If there is no other parent or adult at home, skip to Question 40.)* WHAT LANGUAGE DOES YOUR CHILD SPEAK WITH THE OTHER PARENT OR ADULT MOST OF THE TIME? _1_ English _2_ Spanish _3_ Both _8_ NA 71/

40. *(Interviewer: If there are no brothers or sisters at home, skip to Question 41.)* WHAT LANGUAGE DOES YOUR CHILD SPEAK WITH HIS/HER BROTHERS AND SISTERS MOST OF THE TIME? _1_ English _2_ Spanish _3_ Both _8_ NA 72/

41. *(Interviewer: Ask if there are grandparents. If so, ask Question 41.)* WHAT LANGUAGE DOES YOUR CHILD SPEAK WITH HIS/HER GRANDPARENTS MOST OF THE TIME? _1_ English _2_ Spanish _3_ Both _8_ NA 73/

42. WHAT LANGUAGE DOES YOUR CHILD SPEAK WITH HIS/HER FRIENDS MOST OF THE TIME? _1_ English _2_ Spanish _3_ Both _8_ NA 74/

43. DOES YOUR CHILD HAVE BOOKS TO LOOK AT AT HOME? _1_ yes _0_ no 75/

(Interviewer: If no, skip to Question 45.)

44. WHAT KINDS OF BOOKS? ____ 76/

45. DO YOU READ TO OR WITH YOUR CHILD? _1_ yes _0_ no 77/

OFFICE USE ONLY

Card 3

46. I AM GOING TO READ TO YOU A LIST OF THINGS CHILDREN MAY PLAY WITH. PLEASE TELL ME WHICH ONES YOUR CHILD HAS A CHANCE TO PLAY WITH AT HOME. (*Interviewer: Circle "yes" only if item is available at home.*)

YES	NO	DON'T KNOW		
1	2	9	CRAYONS AND PAPER	8/
1	2	9	CHILDREN'S SCISSORS	9/
1	2	9	SCOTCH TAPE, PASTE, OR STAPLER	10/
1	2	9	JIGSAW PUZZLES	11/
1	2	9	OLD CATALOGS OR MAGAZINES TO LOOK AT AND CUT UP (E.G., SEARS, WARDS)	12/
1	2	9	PAINT OR MAGIC MARKERS	13/
1	2	9	CLAY OR PLAYDOUGH	14/
1	2	9	PUT-TOGETHER TOYS LIKE TINKERTOYS, LEGOS, PEGBOARDS, OR BEADS FOR STRINGING	15/
1	2	9	HAMMER AND NAILS WITH SOME WOOD SCRAPS	16/
1	2	9	YARN FOR KNITTING, THREAD, AND CLOTH SCRAPS FOR SEWING OR KNITTING	17/
1	2	9	MAKE-BELIEVE TOYS MADE FROM MILK CARTONS, TIN CANS, OR EGG CARTONS	18/
1	2	9	PLANTS OF HIS/HER OWN IN A POT OR GARDEN	19/
1	2	9	OTHER; SPECIFY: ______________________	20/

47. PLEASE TELL ME WHICH OF THE FOLLOWING YOU HAVE TRIED TO TEACH YOUR CHILD AND IN WHAT LANGUAGE. (*Interviewer: Read all responses. If yes or if child already knows, indicate language.*)

YES	NO	ALREADY KNOWS		ENGLISH	SPANISH	BOTH		
1	2	3	NURSERY RHYMES, PRAYERS, AND SONGS	1	2	3	21/	32/
1	2	3	COLORS	1	2	3	22/	33/
1	2	3	SHAPES, SUCH AS CIRCLES, SQUARES, OR TRIANGLES	1	2	3	23/	34/
1	2	3	TO WRITE HIS/HER NAME	1	2	3	24/	35/
1	2	3	TO REMEMBER HIS/HER ADDRESS AND TELEPHONE NUMBER	1	2	3	25/	36/
1	2	3	TO COUNT THINGS	1	2	3	26/	37/
1	2	3	TO RECOGNIZE NUMBERS IN BOOKS	1	2	3	27/	38/
1	2	3	TO SAY THE ABC'S	1	2	3	28/	39/
1	2	3	TO RECOGNIZE LETTERS IN BOOKS	1	2	3	29/	40/
1	2	3	TO RECOGNIZE THE MEANING OF SIGNS	1	2	3	30/	41/
1	2	3	IDEAS LIKE BIG-LITTLE, UP-DOWN, BEFORE-AFTER, AND SO ON	1	2	3	31/	42/

OFFICE USE ONLY

48. NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT HOW YOU AND YOUR CHILD SPEND A TYPICAL WEEKDAY. WE WILL CHECK OFF ON THIS CHART WHAT HE/SHE IS DOING; WHERE HE/SHE IS; AND WHO HE/SHE IS WITH. (*Interviewer Check all items that apply.*) (Place two checks next to items which are emphasized.)

TYPICAL WEEKDAY OF LAST WEEK

TIME OF DAY	ACTIVITY		LOCATION		USUALLY WITH	
MORNING 6:00 a.m.- 9:00 a.m.	___1 SLEEPING OR NAPPING ___2 EATING ___3 WATCHING TV ___4 PLAYING ___5 BATHING	___6 AT SCHOOL ___7 TRAVELING ___8 READING ___9 LISTENING TO MUSIC ___10 OTHER___	___1 AT HOME ___2 HEAD START ___3 OTHER DAY CARE ___4 Preschool Program	___5 RELATIVE'S OR FRIEND'S HOME ___6 OUTSIDE ___7 OTHER_______	___1 MOTHER ___2 FATHER/ MALE ADULT ___3 OTHER ADULTS(KIN) ___4 OTHER ADULTS (NON-KIN)	___5 OLDER SIBLINGS ___6 YOUNGER SIBLINGS ___7 OTHER CHILDREN ___8 TEACHERS ___9 OTHER
9:00 a.m.-12:00 p.m.	___1 SLEEPING OR NAPPING ___2 EATING ___3 WATCHING TV ___4 PLAYING ___5 BATHING	___6 AT SCHOOL ___7 TRAVELING ___8 READING ___9 LISTENING TO MUSIC ___10 OTHER_____	___1 AT HOME ___2 HEAD START ___3 OTHER DAY CARE ___4 Preschool Program	___5 RELATIVE'S OR FRIEND'S HOME ___6 OUTSIDE ___7 OTHER_______	___1 MOTHER ___2 FATHER/ MALE ADULT ___3 OTHER ADULTS(KIN) ___4 OTHER ADULTS (NON-KIN)	___5 OLDER SIBLINGS ___6 YOUNGER SIBLINGS ___7 OTHER CHILDREN ___8 TEACHERS ___9 OTHER_______
AFTERNOON 12:00 p.m.- 3:00 p.m.	___1 SLEEPING OR NAPPING ___2 EATING ___3 WATCHING TV ___4 PLAYING ___5 BATHING	___6 AT SCHOOL ___7 TRAVELING ___8 READING ___9 LISTENING TO MUSIC ___10 OTHER____	___1 AT HOME ___2 HEAD START ___3 OTHER DAY CARE ___4 Preschool Program	___5 RELATIVE'S OR FRIEND'S HOME ___6 OUTSIDE ___7 OTHER_______	___1 MOTHER ___2 FATHER/ MALE ADULT ___3 OTHER ADULTS(KIN) ___4 OTHER ADULTS (NON-KIN)	___5 OLDER SIBLINGS ___6 YOUNGER SIBLINGS ___7 OTHER CHILDREN ___8 TEACHERS ___9 OTHER_______
3:00 p.m.- 5:00 p.m.	___1 SLEEPING OR NAPPING ___2 EATING ___3 WATCHING TV ___4 PLAYING ___5 BATHING	___6 AT SCHOOL ___7 TRAVELING ___8 READING ___9 LISTENING TO MUSIC ___10 OTHER___	___1 AT HOME ___2 HEAD START ___3 OTHER DAY CARE ___4 Preschool Program	___5 RELATIVE'S OR FRIEND'S HOME ___6 OUTSIDE ___7 OTHER_______	___1 MOTHER ___2 FATHER/ MALE ADULT ___3 OTHER ADULTS(KIN) ___4 OTHER ADULTS (NON-KIN)	___5 OLDER SIBLINGS ___6 YOUNGER SIBLINGS ___7 OTHER CHILDREN ___8 TEACHERS ___9 OTHER_______
EVENING 5:00 p.m.- 9:00 p.m.	___1 SLEEPING OR NAPPING ___2 EATING ___3 WATCHING TV ___4 PLAYING ___5 BATHING	___6 AT SCHOOL ___7 TRAVELING ___8 READING ___9 LISTENING TO MUSIC ___10 OTHER___	___1 AT HOME ___2 HEAD START ___3 OTHER DAY CARE ___4 Preschool Program	___5 RELATIVE'S OR FRIEND'S HOME ___6 OUTSIDE ___7 OTHER_______	___1 MOTHER ___2 FATHER/ MALE ADULT ___3 OTHER ADULTS(KIN) ___4 OTHER ADULTS (NON-KIN)	___5 OLDER SIBLINGS ___6 YOUNGER SIBLINGS ___7 OTHER CHILDREN ___8 TEACHERS ___9 OTHER_______

49. NOW, DO YOU HAVE ANY QUESTIONS YOU WANT TO ASK ME OR IS THERE ANYTHING ELSE YOU WOULD LIKE TO TELL ME?

____

____

____

____

(*write response verbatim*)

THANK YOU VERY MUCH FOR ANSWERING THESE QUESTIONS. THE INFORMATION WILL BE IMPORTANT FOR PLANNING EDUCATION PROGRAMS FOR YOUR CHILD AND OTHER CHILDREN.

OFFICE USE ONLY

INTERVIEWER'S OBSERVATIONS

(Complete these pages after you leave the respondent's home.)

50. Rate the person interviewed as to cooperativeness:

__5__ Very cooperative. Appeared friendly and relaxed with interviewer. No defensiveness. Volunteered information readily. Showed interest in the study and became involved in the interview. 64/

__4__ Cooperative. Appeared friendly and relaxed with the interviewer. Answered questions readily, but did not volunteer information beyond that requested. May or may not have shown interest in the study.

__3__ Slightly uncooperative. Generally answered questions readily, but may have shown some defensiveness; maintained distance from interviewer.

__2__ Uncooperative. Tense and defensive in answering questions. Expressed reservations about amount of time spent. An undercurrent of resistance to the interview. Little interest in the study.

__1__ Very uncooperative. Explicit resistance to the interviewer or the interview. No interest in the study.

51. Language of the interview:

__3__ English 65/
__2__ Spanish
__1__ English/Spanish

52. Rate the person interviewed as to his/her ability to speak the language in which the interview was conducted. 66/

__3__ very well
__2__ fairly well
__1__ a little
__0__ not at all

53. Rate the person interviewed as to his/her ability to understand the language in which the interview was conducted. 67/

__3__ very well
__2__ fairly well
__1__ a little
__0__ very poorly

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54. Race/Ethnicity of respondent:

- 1 American Indian or Alaskan native
- 2 Asian or Pacific Islander
- 3 Black, not of Hispanic Origin
- 4 Hispanic
- 5 White, not of Hispanic Origin
- 6 Other; specify:
- 7 Don't know

68/

55. Comments: ______

69-70/

OFFICE USE ONLY
Card 1

APPENDIX F

ST ________________ 3/
ID ________________ 4-6/
GP ________________ 7/

OMB # 85-R-0350

Juárez and Associates, Inc.

CUESTIONARIO PARA LOS PADRES

PRE-TEST

Buenos Días/Buenas Tardes. Me llamo __________________. Trabajo con la compañía Juárez y Asociados de Los Angeles, California. Estamos ayudando al programa Head Start con el fin de mejorar los programas educativos para los niños. Estamos hablando con los padres que tienen niños que asisten a las escuelas Head Start, y también con los padres de los niños que no están participando en este programa durante este año escolar. Al responder a estas preguntas, nos ayudarán a saber cómo podemos desarrollar mejores programas educativos para sus niños. Trataremos sus respuestas de manera confidencial, y su nombre no aparecerá en ningún reporte relacionado con este estudio.

POST-TEST

Buenos Días/Buenas Tardes. Me llamo __________________. Trabajo con la compañía Juárez y Asociados de Los Angeles, California. Estamos ayudando al programa Head Start con el fin de mejorar los programas educativos para los niños. Estamos hablando con los padres que tienen niños que asistieron a las escuelas Head Start, y también con los padres de los niños que no participaron en el programa durante el año escolar 1979-80. Al responder a estas preguntas, nos ayudarán a saber como podemos desarrollar mejores programas educativos para sus niños. Trataremos sus respuestas de manera confidencial, y su nombre no aparecerá en ningún reporte relacionado con este estudio.

Entrevistador: __________________ Número de ID: __________ 8-9/
Nombre del entrevistado: __________________
Nombre del niño(a): __________________
Dirección: __________________ Teléfono: __________
Relación del entrevistado al niño(a): __________________ 10/
Número de ID del niño(a): __________________
Lugar de la entrevista: __________________ Fecha: __________ 11-14/
Hora de comienzo: __________ a.m./p.m. Hora de terminación: __________ a.m./p.m. 15-17/

Primero queremos saber qué tan bien entiende y habla inglés y español su niño(a).

	Nada	Un Poco	Regular o Bien	Muy Bien	OFFICE USE ONLY
1A. ¿Entiende su niño(a) el inglés muy bien, regular o bien, un poco, o no lo entiende nada?	0	1	2	3	18/
1B. ¿Habla su niño(a) el inglés muy bien, regular o bien, un poco, o no lo habla nada?	0	1	2	3	19/
2A. ¿Entiende su niño(a) el español muy bien, regular o bien, un poco, o no lo entiende nada?	0	1	2	3	20/
2B. ¿Habla su niño(a) el español muy bien, regular o bien, un poco, o no lo habla nada?	0	1	2	3	21/

3. Ahora, le voy a hacer unas preguntas sobre las escuelas. La gente tiene ideas muy distintas de lo que consideran que deben ofrecer las escuelas a sus niños. Voy a leerle unas cuantas ideas de otras personas sobre lo que quieren que las escuelas ofrezcan a sus niños. Dígame, por favor, si Ud. está MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
A. Las escuelas deberían educar a su niño(a) para que pueda conseguir un buen trabajo (empleo). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	22/
B. Las escuelas deberían enseñar a su niño(a) a leer y a escribir. Está Ud. muy de acuerdo, de acuerdo, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	23/
C. Las escuelas deberían enseñar a su niño(a) las matemáticas (por ej., sumar y restar). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	24/
D. Las escuelas deberían desarrollar la personalidad de su niño(a). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	25/

OFFICE USE ON

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
E. Las escuelas deberían enseñar a su niño(a) la manera de llevarse bien con los demás. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	26/
F. Las escuelas de nuestra comunidad no enseñan a nuestros niños tan bien como podrían. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	1	2	3	4	5	27/

4. Ahora, quisiera saber como los padres pueden participar en las escuelas. La gente tiene ideas distintas de como los padres deberían participar en la escuela. ¿Qué opina Ud. de estas ideas? Dígame, por favor, si está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
A. Los padres deberían interesarse por lo que hace su niño(a) en la escuela. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	28/
B. Los padres deberían llamar a los maestros de su niño(a) para enterarse del progreso de su niño(a) por lo menos una vez al año. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	29/
C. Los padres deberían hacer por lo menos una visita a la escuela de su niño(a) una vez durante el año escolar. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	OFFICE USE ONLY
D. Los padres deberían ofrecer su ayuda en la sala de clases de su niño(a). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	31/
E. Los padres deberían ayudar a tomar decisiones sobre lo que se le enseña a su niño(a). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	32/
F. Los maestros saben que es lo mejor para los niños, de manera que los padres deberían apoyar las decisiones de los maestros. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	33/

5. Ahora, le voy a hacer unas preguntas acerca de las escuelas de su comunidad. La gente tiene ideas muy distintas sobre el éxito que tienen las escuelas. Por favor, dígame cómo considera Ud. el trabajo que están haciendo las escuelas en su vecindario. Está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	OFFICE USE ONLY
A. Las escuelas de nuestra comunidad enseñan a nuestros niños de la mejor manera posible. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	5	4	3	2	1	34/
B. Las escuelas de nuestra comunidad no enseñan a nuestros niños lo necesario para que tengan éxito en su vida futura. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta opinión.	1	2	3	4	5	35/

(*Entrevistador: Si el entrevistado está muy de acuerdo o de acuerdo con B haga la pregunta C.*)

OFFICE USE ON

C. ¿Qué es lo que le gustaría a Ud. que enseñaran las escuelas que no enseñan ahora?

____ 36/

____ 37/

____

(Escriba la respuesta palabra por palabra.)

6. Hemos estado hablando de las escuelas en general. Ahora, vamos a hablar de la enseñanza del inglés y del español en la escuela. La gente tiene ideas distintas sobre la enseñanza del inglés y del español en la escuela. Dígame, por favor, sus opiniones acerca de las siguientes declaraciones sobre la enseñanza del inglés y del español en la escuela. Está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
A. Aprender a hablar español en la escuela hace más difícil el aprendizaje del inglés. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	1	2	3	4	5	38
B. Aprender a hablar inglés es importante para tener éxito en la escuela. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	3
C. Los niños que ya hablan inglés no tienen para qué aprender a hablar español. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	1	2	3	4	5	4
D. Las escuelas deben ofrecer oportunidades para que los niños aprendan a hablar una segunda lengua. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	41
E. A los niños que hablan solamente español se les debe enseñar sólo en español hasta que aprendan inglés. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	1	2	3	4	5	4

OFFICE USE ONLY

		Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
F.	Aprender a hablar español es importante para los niños porque les ayudaría a llevarse mejor con los demás en nuestra comunidad. Está Ud. muy de acuerdo. de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	43/
G.	Si los niños aprenden a hablar español, les ayudaría a conseguir un buen trabajo (empleo). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	44/
H.	Si los niños aprenden a hablar inglés les ayudaría a hacerse amigos de personas que no hablan español. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	45/
I.	Si los niños aprenden a hablar español e inglés les ayudaría a tener éxito en la escuela. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	46/
J.	Si los niños aprenden a hablar español o inglés les ayudaría a conseguir un buen trabajo (empleo). Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	47/
K.	Es importante que los niños aprendan a hablar y a leer su propia lengua antes de que aprendan a leer una segunda lengua. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	48/

OFFICE USE ONLY

7. Hemos estado hablando de la enseñanza del inglés y del español en la escuela. Ahora, vamos a hablar sobre la enseñanza de como viven diferentes grupos de gente. Por ejemplo, algunas personas que hablan español tienen costumbres diferentes a las que no hablan español. Esto incluye lo que comen, la música que escuchan, las cosas que consideran importantes, y las cosas que enseñan a sus niños. Dígame, por favor, si está Ud. MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO con lo siguiente:

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
A. La gente que habla español debería enseñar a sus niños estas maneras de hacer las cosas. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	49/
B. Se les debería enseñar a todos los niños sobre personas famosas y los acontecimientos importantes de los países en donde hablan español. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	50/
C. Si un niño que habla español aprende la manera de vivir de las personas que no hablan español, podría llevarse mejor con ellos. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	51/
D. Es importante que su niño(a) esté satisfecho(a) con su propio modo de ser. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	52/
E. Es igualmente importante que su niño(a) esté satisfecho(a) con su modo de ser como tener éxito en la escuela. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	53/

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	OFFICE USE ONLY
F. Si su niño(a) tiene éxito en la escuela, estaría en general satisfecho(a) con su propio modo de ser. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	54/
G. Es muy importante que su nino(a) aprenda una segunda lengua. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	55/
H. Es muy importante que su niño(a) aprenda a leer y a escribir. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	56/
I. Es muy importante que su niño(a) aprenda a leer y a escribir en inglés y en español. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	57/
J. Es igualmente importante que su niño(a) aprenda a llevarse bien con los demás a que lea y sepa matemáticas. Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	58/

OFFICE USE ONL

Ahora le voy a hacer algunas preguntas sobre lo que Ud. quisiera que fuera su niño(a) cuando sea grande.

8. Si todo le resultara exactamente como Ud. quisiera, ¿A qué nivel le gustaría que llegara su niño(a) en la escuela?

nada de escuela	0					
primaria	01	02	03	04	05	06
secundaria	07	08	09	10	11	12
universidad	13	14	15	16	17	18+
no sé	99					

59-60/

(*Entrevistador: Si no hay respuesta, puede investigar más. Diga lo siguiente: ¿Quisiera Ud. que él/ella llegara a terminar la escuela primaria/secundaria, la preparatoria/high school, escuela técnica/industrial, estudios universitarios, etc.?*)

9. ¿Qué tipo de trabajo (empleo) quisiera Ud. que consiguiera su niño(a) cuando sea grande?

___

___ 61-62/

___

(*Escriba la respuesta palabra por palabra*)

(*Entrevistador: Pase a la pregunta 11A si el niño(a) no está en Head Start.*)

FOR PRE-TEST

10. ¿Qué provecho espera Ud. que saque su niño(a) de su asistencia en Head Start?

___

___ 63-64/

___

(*Escriba la respuesta palabra por palabra*)

FOR POST-TEST

10A. ¿Qué provecho sacó su niño(a) del programa de Head Start?

___

___ 65-66/

___

(*Escriba la respuesta palabra por palabra*)

FOR POST-TEST

10B. ¿Hizo este programa las cosas que Ud. quería que hiciera por su niño(a)?

___

___ 67-68/

___

(*Escriba la respuesta palabra por palabra*)

(*Entrevistador: Si el entrevistado no contesta use esta oración: "¿Hay cosas que Ud. quería que el programa de Head Start lograra? ¿Cuales son estas cosas?"*)

11A. En casa, ¿Habla Ud. con su niño(a) sólo en inglés, sólo en español, o en ambos, inglés y español?

__1__ inglés solamente

__2__ español solamente

__3__ ambos, inglés y español 69/

OFFICE USE ONLY

11B. ¿Qué lengua hablan los otros adultos (si los hay) en la casa con el niño(a), sólo inglés, sólo español, o ambas, inglés y español?

1 inglés solamente
2 español solamente
3 ambos, inglés y español
4 no hay padre/madre u otro adulto en casa

70/

	Nada	Un Poco	Regular o Bien	Muy Bien	
12A. ¿Comprende Ud. el inglés muy bien, regular o bien, un poco, o no lo comprende nada?	0	1	2	3	71/
12B. ¿Habla Ud. el inglés muy bien, regular o bien, un poco, o no lo comprende nada?	0	1	2	3	72/
12C. ¿Lee Ud. el inglés muy bien, regular o bien, un poco, o no lo lee nada?	0	1	2	3	73/
12D. ¿Escribe Ud. el inglés muy bien, regular o bien, un poco, o no lo escribe nada?	0	1	2	3	74/
13A. ¿Habla Ud. el español muy bien, regular o bien, un poco, o no lo habla nada.	0	1	2	3	75/
13B. ¿Lee Ud. el español muy bien, regular o bien, un poco, o no lo lee nada?	0	1	2	3	76/
13C. ¿Comprende Ud. el español muy bien, regular o bien, un poco, o no lo comprende nada.	0	1	2	3	77/
13D. ¿Escribe Ud. el español muy bien, regular o bien, un poco, o no lo escribe nada?	0	1	2	3	78/

(Entrevistador: Si no hay padre/madre u otro adulto en casa, pase a la pregunta 16.)

(Entrevistador: Si hay más de un solo adulto en casa, escoja el que tenga más contacto con el niño. Si el otro adulto no es padre/madre, indique su relación al niño. Todas las siguientes preguntas se relacionan a esta persona. Nombre y relación al niño ____________________)

79/

CARD 8

	Nada	Un Poco	Regular o Bien	Muy Bien	
14A. El otro adulto o el padre/madre, ¿Comprende el inglés muy bien, regular o bien, un poco, o no lo comprende nada?	0	1	2	3	8/
14B. El otro adulto o el padre/madre, ¿Habla inglés muy bien, regular o bien, un poco, o no lo habla nada?	0	1	2	3	9/

		Nada	Un Poco	Regular o Bien	Muy Bien	OFFICE USE ON
14C.	El otro adulto o el padre/madre, ¿Lee el inglés muy bien, regular o bien, un poco, o no lo lee nada?	0	1	2	3	T0/
14D.	El otro adulto o el padre/madre, ¿Escribe el inglés muy bien, regular o bien, un poco, o no lo escribe nada?	0	1	2	3	T1/
15A.	El otro adulto o el padre/madre, ¿Habla el español muy bien, regular o bien, un poco, habla nada?	0	1	2	3	T2/
15B.	El otro adulto o el padre/madre, ¿Lee el español muy bien, regular o bien, un poco, o no lo lee nada?	0	1	2	3	T3/
15C.	El otro adulto o el padre/madre, ¿Comprende el español muy bien, regular o bien, un poco, o no lo comprende nada?	0	1	2	3	T4/
15D.	El otro adulto o el padre/madre, ¿Escribe el español muy bien, regular o bien, un poco, o no lo escribe nada?	0	1	2	3	T5/

16. ¿Quién cuida a su niño(a) normalmente? T6/

(*Entrevistador: Indique una sola respuesta.*)

_1_ madre
_2_ madrastra
_3_ padre
_4_ padrastro
_5_ hermano(a) mayor
_6_ otro pariente: tipo de relación ____________________
_7_ otra persona: tipo de relación ____________________

17. Aparte de esta persona, ¿Quién cuida al niño(a) normalmente? T7/

(*Entrevistador: Indique sólo una respuesta.*)

_1_ madre
_2_ madrastra
_3_ padre
_4_ padrastro
_5_ hermano(a) mayor
_6_ otro pariente: tipo de relación ____________________
_7_ otra persona: tipo de relación ____________________
_8_ nadie más

OFFICE USE ONLY

18A. ¿Cuántos años tuvo Ud. la oportunidad de terminar en la escuela? 18-19/

nada de escuela	0					
primaria	01	02	03	04	05	06
secundaria	07	08	09	10	11	12
universidad	13	14	15	16	17	18+
no sé	99					

(*Entrevistador: Si no tiene educación de ningún tipo, pase a la pregunta 19.*)

¿Recuerda cuando yo le hice las preguntas sobre las cosas que enseñan las escuelas? Le pregunté si estaba MUY DE ACUERDO, DE ACUERDO, NO DECIDIDO, NO DE ACUERDO, o NO DE ACUERDO EN ABSOLUTO. Ahora, le voy a hacer otra pregunta como esas.

	Muy De Acuerdo	De Acuerdo	No Decidido	No De Acuerdo	No De Acuerdo en Absoluto	
18B. Cuando Ud. piensa en los años que pasó en la escuela, ¿considera que sacó Ud. el mejor provecho? Está Ud. muy de acuerdo, de acuerdo, no decidido, no de acuerdo, o no de acuerdo en absoluto con esta declaración.	5	4	3	2	1	20/

(*Entrevistador: Si no hay otro adulto en casa, pase a la pregunta 20A.*)

19. ¿Hasta qué nivel (grado) llegó en la escuela el otro adulto o el padre/madre en casa? 21-22/

nada de escuela	0					
primaria	01	02	03	04	05	06
secundaria	07	08	09	10	11	12
universidad	13	14	15	16	17	18+
no sé	99					

20A. ¿Está trabajando Ud. ahora? __1__ Sí __0__ No 23/

(*Entrevistador: Si contesta "No," pase a la pregunta 20D.*)

20B. ¿Cuántas horas a la semana? ____________ 24-25/

20C. ¿Qué tipo de trabajo hace? ____________ 26-27/

____

____

(*Escriba la respuesta palabra por palabra.*)

(*Entrevistador: Pase a la pregunta 21A.*)

20D. ¿Ha tenido un trabajo antes? __1__ Sí __0__ No 28/

(*Entrevistador: Si contesta "No," pase a la pregunta 21A.*)

20E. ¿Cuál fue su último trabajo? ____________ 29-30/

____

____

(*Escriba la respuesta palabra por palabra.*)

OFFICE USE O

21A. *(Entrevistador: Si no hay otro adulto en casa, pase a la pregunta 22.)*

¿Está trabajando ahora la otra persona que vive en casa? __1__ Sí __0__ No 31/

(Entrevistador: Si contesta "No," pase a la pregunta 21D.)

21B. ¿Cuántas horas a la semana? __________ 32-33/

21C. ¿Qué tipo de trabajo hace? ______________________________ 34-35

____

____

(Escriba la respuesta palabra por palabra.)

(Entrevistador: Ahora, pase a la pregunta 22.)

21D. ¿Ha tenido un trabajo esa persona antes? __1__ Sí __0__ No 36/

(Entrevistador: Si contesta "No," pase a la pregunta 22.)

21E. ¿Cuál fue su último trabajo? ______________________________ 37-38/

____

____

(Escriba la respuesta palabra por palabra.)

22. Hágame el favor de mirar esta tarjeta y dígame cuál grupo de números representa todas fuentes de ingreso de su familia del año pasado.

(Entrevistador: Muestre la tarjeta e indique el número de codificación que correspond al ingreso con un círculo.)

01	$ 0 - $1,000	09	$8,001 - $9,000
02	$1,001 - $2,000	10	$9,001 - $10,000
03	$2,001 - $3,000	11	$10,001 - $11,000
04	$3,001 - $4,000	12	$11,001 - $12,000
05	$4,001 - $5,000	13	$12,001 - $13,000
06	$5,001 - $6,000	14	$13,001 - $14,000
07	$6,001 - $7,000	15	$14,001 - $15,000
08	$7,001 - $8,000	16	más de $15,000
		99	no sé

39-40/

(Entrevistador: Si el entrevistado contesta "No Sé," trate de averiguar el sueldo por hora, por semana o por mes. También intente a saber cuanto tiempo se ha trabajado.)

pago por hora ____________________ horas trabajadas en la semana ____________________

pago por semana ____________________ días trabajados en el mes ____________________

pago por mes ____________________ meses trabajados en el año ____________________

23. Este ingreso ¿Es ganado por cuántas personas?

(Entrevistador: Indique el código apropiado.)

01
02
03
04
05

06
07
08
09 o más
99 no sé

41-42/

OFFICE USE ONLY

24. ¿Cuánto tiempo lleva Ud. en los Estados Unidos (América del Norte)?

Años ___________ Meses ___________ 43-45/

(*Entrevistador: Si no hay ni padre(madre) ni otro adulto en casa, pase a la pregunta 26.*).

25. ¿Cuánto tiempo lleva la otra persona o el padre (la madre) en los Estados Unidos (América del Norte)?

Años ___________ Meses ___________ 46-48/

26. ¿Cuántas personas, contándose a Ud., viven en su casa? ___________ 49-50/

27. ¿Tiene Ud. otros hijos que viven en casa? __1__ Sí __0__ No 51/

(*Entrevistador: Si contesta "No," pase a la pregunta 29.*)

28. Comenzando con el niño mayor, dígame, por favor, los nombres, edades, y sexo de ellos. ¿Algunos de estos niños estuvieron en Head Start? Si así es, dígame qué lengua hablaban y entendían cuando primero empezaron en Head Start. ¿Han asistido algunos de sus niños a otros programas bilingües y biculturales en la escuela?

NOMBRE	EDAD	SEXO	MESES EN HEAD START	LENGUA HABLADA Y COMPRENDIDA CUANDO ENTRO EN HEAD START	PARTICIPACION EN ALGUN OTRO PROGRAMA BILINGÜE Y BICULTURAL
					1 Sí 0 No
					1 Sí 0 No
					1 Sí 0 No
					1 Sí 0 No
	52-53/	54/	55-56/	57-58/	59/

29. ¿Ha visitado Ud. un centro de Head Start? __1__ Sí __0__ No 60/

(*Entrevistador: Si contesta "No", pase a la pregunta 31A.*)

30. ¿Por qué fue? ____

____ 61/

____

(*Escriba respuesta palabra por palabra.*)

31A. ¿Está su niño(a) matriculado(a) ahora en el programa de Head Start o algún otro programa preescolar?

__1__ Sí __0__ No 62/

(*Entrevistador: Si el niño no está matriculado en ningún programa, pase a la pregunta 38.*)

31B. Por favor, dígame en que programa preescolar se encuentra su niño(a).

Nombre: ___________________ Dirección: ___________________ 63/

(*Entrevistador: Si el niño está matriculado en Head Start, haga las preguntas 32 y 33 - sólo durante el "pre-test".*)

FOR PRE-TEST

32. ¿Considera Ud. que el centro Head Start le daría la oportunidad de participar directamente en la educación de su niño(a)?

__1__ Sí __0__ No 64/

(*Entrevistador: Si contesta "No," pase a la pregunta 34.*)

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FOR PRE-TEST

33. ¿De qué manera cree Ud. que va a participar? ______________ 65/

____

____

(Escriba la respuesta palabra por palabra.)

(Entrevistador: Si el niño está en el programa de Head Start use el término "Head Start" y haga las preguntas 34 - 37. Si el niño está en otro programa preescolar use el término "Preescolar y haga las preguntas 34 - 37. Pase a la pregunta 38 si el niño no está en ningún programa educativo.)

34. ¿Cree Ud. que su niño(a) va a poder expresarse mejor por haber participado en el programa Head Start/Preescolar? __1__ Sí __0__ No 66/

35. ¿Cree Ud. que su niño(a) va a aprender más español por haber participado en el programa Head Start/Preescolar? __1__ Sí __0__ No 67/

36. ¿Cree Ud. que su niño(a) va a aprender más inglés por haber participado en el programa Head Start/Preescolar? __1__ Sí __0__ No 68/

37. Por haber participado en el programa Head Start/Preescolar, ¿Cree Ud. que su niño(a) hará mejor trabajo cuando empiece la escuela regular? __1__ Sí __0__ No 69/

38. ¿Qué lengua habla el niño(a) con Ud. la mayoría de las veces? 70/

__1__ español __2__ inglés __3__ ambas lenguas

(Entrevistador: Si no hay otro adulto en casa, pase a la pregunta 40.)

39. ¿Qué lengua habla el niño(a) con la otra persona adulta en casa la mayoría de las veces? 71/

__1__ español __2__ inglés __3__ ambas lenguas __8__ N/A

(Entrevistador: Si no tiene hermanos en casa, pase a la pregunta 41.)

40. ¿Qué lengua habla el niño(a) con sus hermanos la mayoría de las veces? 72/

__1__ español __2__ inglés __3__ ambas lenguas __8__ N/A

(Entrevistador: Pregunte si el niño tiene abuelos. Si los tiene, pregunte 41.)

41. ¿Qué lengua habla el niño(a) con sus abuelos la mayoría de las veces? 73

__1__ español __2__ inglés __3__ ambas lenguas __8__ N/A

42. ¿Qué lengua habla el niño(a) con sus amiguitos la mayoría de las veces? 7

__1__ español __2__ inglés __3__ ambas lenguas __8__ N/A

43. ¿Tiene Ud. libros en casa que el niño(a) puede mirar? 75

__1__ Sí __0__ No

(Entrevistador: Si no tiene, pase a la pregunta 45.)

44. ¿Qué clase de libros? ______________________ 76

45. ¿Lee Ud. a su niño(a)? __1__ Sí __0__ No 77

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Card 3

46. Le voy a leer una lista de las cosas con las cuales pueden jugar los niños. Dígame por favor, con cuáles juega su niño en casa.

(*Entrevistador: Marque "SI" sólo si el artículo se encuentra en casa.*)

Sí	No	No Sabe		
1	2	9	Crayolas y papel	8/
1	2	9	Tijeritas para niños	9/
1	2	9	Cinta Pegante (scotch tape), Engrudo (pegadura o goma para pegar), Grapadora (stapler)	10/
1	2	9	Rompecabezas	11/
1	2	9	Viejos catálogos o revistas que el niño(a) puede mirar y recorter (por ej., Sears, Wards, etc.)	12/
1	2	9	Pintura o plumones(marcadores de fieltro - magic markers)	13/
1	2	9	Plasticina (plastelina) masa para moldear (playdough)	14/
1	2	9	Juguetes para armar como tinkertoys, legos, cuentas para ensartar, u otras cosas del mismo tipo	15/
1	2	9	Martillo, clavos y pedazos de madera	16/
1	2	9	Estambre, hilo, y pedazos de tela para tejer y coser	17/
1	2	9	Juguetes de fantasía (de mentiritas) hechos de cartones de leche, latas, o cartones de huevos	18/
1	2	9	Plantas en una maceta o jardín que sean del niño(a)	19/
1	2	9	Otras cosas: Especifique: ____________	20/

47. Dígame, por favor, cuáles de las siguientes cosas ha tratado Ud. de enseñarle a su niño(a) y en qué lengua.

(*Entrevistador: Lea todas las respuestas. Si contesta "SI" o si el niño ya sabe, indique la lengua.*)

Sí	No	Ya Sabe		Inglés	Español	Ambas Lenguas		
1	2	3	Versos infantiles, oraciones o canciones	1	2	3	21/	32/
1	2	3	Colores	1	2	3	22/	33/
1	2	3	Formas como círculos, cuadros, o triángulos	1	2	3	23/	34/
1	2	3	A escribir su nombre	1	2	3	24/	35/
1	2	3	A acordarse de su dirección y número de teléfono	1	2	3	25/	36/
1	2	3	A contar cosas	1	2	3	26/	37/
1	2	3	A reconocer números en libros	1	2	3	27/	38/
1	2	3	A decir el alfabeto (abecedario)	1	2	3	28/	39/
1	2	3	A reconocer letras en libros	1	2	3	29/	40/
1	2	3	A reconocer el significado de letreros (rótulos)	1	2	3	30/	41/
1	2	3	Conceptos como grande/pequeño, arriba/abajo , antes/después, etc.	1	2	3	31/	42/

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48. AHORA ME GUSTARIA HACERLE A UD. ALGUNAS PREGUNTAS DE COMO PASAN UD. Y SU NIñO(A) UN TIPICO DIA DE LA SEMANA. MARCAREMOS EN ESTE CUADRO LO QUE EL NIÑO(A) ESTA HACIENDO, DONDE ESTA, Y CON QUIEN ESTA. (Entrevisdator: Indique todos los ítemesque correspondan. Ponga dos rayas punto a los ítemes enfatizado.)

UN DIA TIPICO DE LA SEMANA

HORA DEL DIA	ACTIVIDAD		LUGAR		NORMALMENTE CON		
POR LA MAÑANA 6:00 - 9:00	___1 DURMIENDO O DURMIENDO LA SIESTA ___2 COMIENDO ___3 MIRANDO LA TELEVISION ___4 JUGANDO ___5 BAÑANDOSE	___6 EN LA ESCUELA ___7 EN CAMINO A ALGUN SITIO ___8 LEYENDO ___9 ESCUCHANDO MUSICA ___10 OTRA ACTIVIDAD ______	___1 EN CASA ___2 HEAD START ___3 OTRO CENTRO INFANTIL ___4 Programa Preescolar	___5 EN CASA DE ALGUN PARIENTE O AMIGO ___6 AFUERA DE LA CASA ___7 OTRO SITIO______	___1 MADRE ___2 PADRE/ADULTO VARON ___3 OTROS ADULTOS (PARIENTES) ___4 OTROS ADULTOS (NO PARIENTES)	___5 HERMANOS MAYORES ___6 HERMANOS MENORES ___7 OTROS NIñOS ___8 MAESTROS ___9 OTRO__________	43-
9:00 - 12:00	___1 DURMIENDO O DURMIENDO LA SIESTA ___2 COMIENDO ___3 MIRANDO LA TELEVISION ___4 JUGANDO ___5 BAÑANDOSE	___6 EN LA ESCUELA ___7 EN CAMINO A ALGUN SITIO ___8 LEYENDO ___9 ESCUCHANDO MUSICA ___10 OTRA ACTIVIDAD ______	___1 EN CASA ___2 HEAD START ___3 OTRO CENTRO INFANTIL ___4 Programa Preescolar	___5 EN CASA DE ALGUN PARIENTE O AMIGO ___6 AFUERA DE LA CASA ___7 OTRO SITIO______	___1 MADRE ___2 PADRE/ADULTO VARON ___3 OTROS ADULTOS (PARIENTES) ___4 OTROS ADULTOS (NO PARIENTES)	___5 HERMANOS MAYORES ___6 HERMANOS MENORES ___7 OTROS NIñOS ___8 MAESTROS ___9 OTRO__________	47-
POR LA TARDE 12:00 - 3:00	___1 DURMIENDO O DURMIENDO LA SIESTA ___2 COMIENDO ___3 MIRANDO LA TELEVISION ___4 JUGANDO ___5 BAÑANDOSE	___6 EN LA ESCUELA ___7 EN CAMINO A ALGUN SITIO ___8 LEYENDO ___9 ESCUCHANDO MUSICA ___10 OTRA ACTIVIDAD ______	___1 EN CASA ___2 HEAD START ___3 OTRO CENTRO INFANTIL ___4 Programa Preescolar	___5 EN CASA DE ALGUN PARIENTE O AMIGO ___6 AFUERA DE LA CASA ___7 OTRO SITIO______	___1 MADRE ___2 PADRE/ADULTO VARON ___3 OTROS ADULTOS (PARIENTES) ___4 OTROS ADULTOS (NO PARIENTES)	___5 HERMANOS MAYORES ___6 HERMANOS MENORES ___7 OTROS NIñOS ___8 MAESTROS ___9 OTRO__________	51-
3:00 - 6:00	___1 DURMIENDO O DURMIENDO LA SIESTA ___2 COMIENDO ___3 MIRANDO LA TELEVISION ___4 JUGANDO ___5 BAÑANDOSE	___6 EN LA ESCUELA ___7 EN CAMINO A ALGUN SITIO ___8 LEYENDO ___9 ESCUCHANDO MUSICA ___10 OTRA ACTIVIDAD ______	___1 EN CASA ___2 HEAD START ___3 OTRO CENTRO INFANTIL ___4 Programa Preescolar	___5 EN CASA DE ALGUN PARIENTE O AMIGO ___6 AFUERA DE LA CASA ___7 OTRO SITIO______	___1 MADRE ___2 PADRE/ADULTO VARON ___3 OTROS ADULTOS (PARIENTES) ___4 OTROS ADULTOS (NO PARIENTES)	___5 HERMANOS MAYORES ___6 HERMANOS MENORES ___7 OTROS NIñOS ___8 MAESTROS ___9 OTRO__________	55
POR LA NOCHE 6:00 - 9:00	___1 DURMIENDO O DURMIENDO LA SIESTA ___2 COMIENDO ___3 MIRANDO LA TELEVISION ___4 JUGANDO ___5 BAÑANDOSE	___6 EN LA ESCUELA ___7 EN CAMINO A ALGUN SITIO ___8 LEYENDO ___9 ESCUCHANDO MUSICA ___10 OTRA ACTIVIDAD ______	___1 EN CASA ___2 HEAD START ___3 OTRO CENTRO INFANTIL ___4 Programa Preescolar	___5 EN CASA DE ALGUN PARIENTE O AMIGO ___6 AFUERA DE LA CASA ___7 OTRO SITIO______	___1 MADRE ___2 PADRE/ADULTO VARON ___3 OTROS ADULTOS (PARIENTES) ___4 OTROS ADULTOS (NO PARIENTES)	___5 HERMANOS MAYORES ___6 HERMANOS MENORES ___7 OTROS NIñOS ___8 MAESTROS ___9 OTRO__________	59

49. Muy bien, ¿Tiene Ud. algunas preguntas que quisiera hacerme? ¿Hay algo más que quisiera añadir? 63

____

____

____

(Escriba respuesta palabra por palabra)

MUCHAS GRACIAS POR CONTESTAR ESTAS PREGUNTAS. LA INFORMACION ES IMPORTANTE PARA LA PLANIFICACION DE PROGRAMAS EDUCATIVOS PARA SU NINO Y OTROS NINOS.

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OBSERVACIONES DE LA ENTREVISTADORA

(Complete estas páginas después de dejar la casa de la persona entrevistada.)

50. Clasifique Ud. la persona entrevistada sobre su cooperación:

5 Muy cooperativa. Simpática y amable con el entrevistador. Nada defensiva. Ofrecía información fácilmente. Se interesó por el estudio y colaboraba con el entrevistador.

4 Cooperativa. Simpática y amable con el entrevistador. Contestó fácilmente pero no ofrecía información más allá de lo preguntado. No mostró mucho interés en el estudio.

3 No muy cooperativa. En general contestaba fácilmente pero se mostraba un poco defensiva. Mantuvo cierta distancia del entrevistador. 64/

2 Poco cooperativa. Tensa y defensiva en contestar las preguntas. Se preocupaba por el tiempo que tomaba la entrevista. Resistía algo en la entrevista. Muy poco interés en el estudio.

1 Nada cooperativa. Resistía claramente al entrevistador o a la entrevista. Ningún interés en el estudio.

51. Lengua de la entrevista:

3 español
2 inglés 65/
1 inglés y español

52. Clasifique la persona entrevistada acerca de su capacidad de hablar la lengua en que fue administrada la entrevista:

3 muy bien
2 bastante bien 66/
1 no muy bien
0 mal

53. Clasifique la persona entrevistada acerca de su capacidad de entender la lengua en que fue administrada la entrevista:

3 muy bien
2 bastante bien 67/
1 no muy bien
0 mal

54. Raza/etnia de la persona entrevistada:

1 Indio americano o nativo de Alaska
2 Asiático o isleño del Pacífico. 68/
3 Negro, no de origen hispano.
4 Hispano
5 Blanco, no de origen hispano
6 Otro; especifique: ____________________
7 No sé

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55. Comentarios: ____________________

69-70/

APPENDIX G

Teacher Questionnaire

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For office use only
I.D. Number ________

TEACHER IMPACT INSTRUMENT

NAME: ______________________________ SEX: M F

TITLE or POSITION ______________________________

HEAD START CENTER: ______________________________
City State

DATE OF BIRTH ______________________________
month day year

DATE QUESTIONNAIRE COMPLETED ______________________________
month day year

We are asking each teacher and teacher aide whose class is part of the Head Start Bilingual-Bicultural Curriculum Development Project to fill out this questionnaire. The information you give us will be extremely helpful in learning about Head Start and bilingual-bicultural (multicultural) education. We want to gather all the information we need to really understand the program. We are also aware that some individuals filling out the questionnaire will not be bilingual. Even if you are not bilingual, please answer all questions as completely as possible. We have tried to make the questionnaire as easy to fill out as possible. Please feel free to comment on any of the questions as you go along.

Your replies will be kept completely confidential.

The questions will be read in English or Spanish or both to ensure uniformity among all sites and so that any question that may not be clear can be explained.

Thank you for your cooperation.

Juárez and Associates

Teacher Questionnaire

1. Have you ever taught in a bilingual program?

( ) Yes ( ) No

2. (a) What do you think are the major advantages of being bilingual for a native English speaking Hispanic child?

(b) What do you think are the major advantages of being bilingual for a native English speaking non-Hispanic child?

(c) What do you think are the major advantages of being bilingual for a native Spanish speaking child.

3. What do you think are the most important reasons for having a bicultural/multicultural curriculum for English speaking students?

4. What do you think are the most important reasons for having a bicultural/multicultural curriculum for Spanish speaking students?

5. HOW IMPORTANT IS IT:
(Please check appropriate boxes.)

	Very Important	Moderately Important	Neutral	Moderately Unimportant	Not Important
(a) for English speaking non-Hispanic children to participate in a curriculum which emphasizes more than one culture?	☐	☐	☐	☐	☐
(b) for Spanish speaking children to participate in a curriculum which emphasizes their own culture in addition to the dominant culture?	☐	☐	☐	☐	☐
(c) that a child continue to speak Spanish after he or she is proficient in English?	☐	☐	☐	☐	☐
(d) that a child continue to be taught in Spanish after he or she is proficient in English?	☐	☐	☐	☐	☐

6. For the following statements please check:

IT IS IMPORTANT FOR:

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a)	A Spanish speaking child to speak Spanish in the same way it is spoken in his/her home.	☐	☐	☐	☐	☐
(b)	A Spanish speaking child to speak Spanish in the same way it is spoken in his/her community.	☐	☐	☐	☐	☐
(c)	A Spanish speaking child to speak Spanish in the same way it is presented in textbooks.	☐	☐	☐	☐	☐
(d)	An English speaking child to speak English in the same way it is spoken in his/her home.	☐	☐	☐	☐	☐
(e)	An English speaking child to speak English in the same way it is spoken in his/her community.	☐	☐	☐	☐	☐
(f)	An English speaking child to speak English in the same way it is presented in textbooks.	☐	☐	☐	☐	☐
(g)	A Spanish speaking child to speak English as it is spoken in the surrounding English speaking community.	☐	☐	☐	☐	☐

IT IS IMPORTANT FOR:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(h) A Spanish speaking child to speak English as it is spoken or presented in the textbooks.	☐	☐	☐	☐	☐
(i) An English speaking child to speak Spanish as it is spoken in the surrounding Spanish speaking community.	☐	☐	☐	☐	☐
(j) An English speaking child to speak Spanish as it is spoken or presented in textbooks.	☐	☐	☐	☐	☐

7. In what kind of school would you prefer to work?

(a) Where more English is spoken than Spanish. ☐

(b) Where both languages are spoken about equally. ☐

(c) Where more Spanish is spoken than English. ☐

(d) No preferences. ☐

	Much Above Average	Somewhat Above Average	About Average	Somewhat Below Average	Much Below Average
8. Based on your experience, what do you expect the academic ability of the children in this Head Start Center Program to be?	☐	☐	☐	☐	☐

	Much More Ability	Somewhat More Ability	About the Same	Somewhat Less Ability	Much Less Ability
9. Based on your experience, how do you think the academic ability of most Spanish speaking children compares to that of most English speaking children?	☐	☐	☐	☐	☐

10. For the following statements please check:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) Most parents of Spanish speaking children that you know speak Spanish at home because they have recently arrived and have not yet learned how to speak English.	☐	☐	☐	☐	☐
(b) Most Spanish speaking parents that you know speak Spanish at home because they probably would like to speak English but get little exposure to it.	☐	☐	☐	☐	☐
(c) Most Spanish speaking parents that you know speak Spanish at home because they do not see a need to speak English and do not make an effort to learn it.	☐	☐	☐	☐	☐
(d) Most Spanish speaking parents that you know speak Spanish at home because they feel it is important to speak Spanish at home for cultural and family reasons.	☐	☐	☐	☐	☐

	Greatly Encouraged	Somewhat Encouraged	Neither Encouraged Nor Discouraged	Somewhat Discouraged	Greatly Discouraged
11. To what extent should Spanish speaking parents be encouraged to speak English at home with their children?	☐	☐	☐	☐	☐

	Not Difficult	A Little Difficult	Somewhat Difficult	Considerably Difficult	Very Difficult
12. Is it difficult to encourage the parents in this community to do as much as they can at home to aid their children's education?	☐	☐	☐	☐	☐

	Extremely High Value	Considerable Value	Some Value	Little Value	No Value
13. How much value do you think that parents in this community place on education?	☐	☐	☐	☐	☐

	Not at All	A Little	Moderately	Considerably	Quite a Bit
14. Do you believe that a child is held back in school by having to spend time learning in two languages when he/she could be spending time on other things?	☐	☐	☐	☐	☐

For the following statements please check:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15. In your opinion, the role of the parent in his/her child's education should be to:					
(a) Help the teacher decide what is to be taught and how.	☐	☐	☐	☐	☐
(b) Follow the directions of the teacher for activities at home.	☐	☐	☐	☐	☐
(c) Provide an environment which stimulates a desire to learn, but not try to teach.	☐	☐	☐	☐	☐
(d) Visit the school when invited by the teacher or at open houses.	☐	☐	☐	☐	☐
(e) Visit the school anytime, as long as the parent calls ahead.	☐	☐	☐	☐	☐
(f) Visit the school anytime the parent feels like it, preferably often.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16. In your opinion, the role of the parent in the classroom should be:					
(a) To feel free to mingle among the children and do whatever seems appropriate at the time.	☐	☐	☐	☐	☐
(b) To follow directions as given by the teacher.	☐	☐	☐	☐	☐
(c) To give lessons or activities suggested by the parent, but approved ahead of time by the teacher.	☐	☐	☐	☐	☐

For the following statements please check:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. In your opinion, it is important for the teacher to know the parents of the children in his/her classroom because:					
(a) They are important sources of information.	☐	☐	☐	☐	☐
(b) When school and home work together, the child's education is improved.	☐	☐	☐	☐	☐
(c) Parents can help direct the teacher in how to best educate their children.	☐	☐	☐	☐	☐

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
18. The most effective method for involving parents in your center is to:					
(a) Send bilingual notes home and/or call to welcome them to come anytime they wish.	☐	☐	☐	☐	☐
(b) Invite them for special programs given at the school.	☐	☐	☐	☐	☐
(c) Provide structured activities or a specific role for them in the center.	☐	☐	☐	☐	☐

	Extremely Important; Child's Progress Clearly Depends on It	Considerably Important	Somewhat Important	A Little Important	Not Very Important; Probably Won't Affect Child's Progress
19. How important is it for the parent(s) to be involved in the classroom?	☐	☐	☐	☐	☐
20. If [illegible] parent is unable to participate in the classroom, how important do you think it is that the teacher have frequent contact with the parent?	☐	☐	☐	☐	☐

	Yes	Mostly	Sometimes	Very Few Times	No
21. Is it the teacher's job to try to involve parents in school when they don't seem interested?	☐	☐	☐	☐	☐

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	Extremely Successful	Considerably Successful	Somewhat Successful	A Little Successful	Not Successful
245 22. How successful are you or have you been in involving parents in the schooling of their children?	☐	☐	☐	☐	☐

	Yes, Definitely	Most of the Time	Sometimes	A Little	No Probably Would Not Change Much
23. Would you be able to do a better job as a teacher if you had more parent participation?	☐	☐	☐	☐	☐

	Usually Very Accurate	Mostly Accurate	Sometimes Accurate	Mostly Inaccurate	Usually Very Inaccurate
24. Based on your experience, how reliable is the information that parents give you?	☐	☐	☐	☐	☐

For the following statements please check:

25. What should be the role of the local community in bilingual/bicultural Head Start programs such as yours?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) Community persons should visit the classrooms and work with the children.	☐	☐	☐	☐	☐
(b) Community should support special events and fundraisers for the benefit of the program.	☐	☐	☐	☐	☐
(c) Community should provide political support, e.g., write letters and visit local politicians to gain support for the program.	☐	☐	☐	☐	☐
(d) Community should be involved in making decisions about the goals and operation of the Head Start programs.	☐	☐	☐	☐	☐

26. Because the teacher only has a limited amount of time in which to cover a great deal of material, he or she must constantly be making choices about what is most important to teach. For the following items, please consider each one carefully, in light of the fact that you have only a limited amount of time and want to include the most important ones in your curriculum, then check if the item is extremely important, important, neutral, not very important, or not important at all.

	Of Little Importance	Somewhat Important	Important	Very Important	Extremely Important
(a) Celebration of important Hispanic holidays (for example, El Día de San Juan, Cinco de Mayo).	☐	☐	☐	☐	☐
(b) Incorporating Hispanic customs (for example, piñatas at celebrations).	☐	☐	☐	☐	☐
(c) Teaching about and discussing the special roles which exist for persons within Hispanic culture (for example, comadres and compadres).	☐	☐	☐	☐	☐
(d). Discussion and/or inclusion of foods Spanish speaking people eat in their homes.	☐	☐	☐	☐	☐
(e) Presence of objects in the classroom which reflect the culture of the Hispanic children (for example, sarape, guiro).	☐	☐	☐	☐	☐
(f) Lessons which teach the children about the varieties of dress among Hispanic people.	☐	☐	☐	☐	☐

	Of Little Importance	Somewhat Important	Important	Very Important	Extremely Important
(g) Teaching songs and dances reflective of Hispanic culture.	☐	☐	☐	☐	☐
(h) Discussion or incorporation of values held by Hispanic people (for example, importance of family, respect for elders).	☐	☐	☐	☐	☐
(i) Taking children on outings to experience daily routines of Hispanic people (for example, bodega/store, mercado/market place).	☐	☐	☐	☐	☐
(j) Exposing children to important role models in their community (el médico/doctor, la abogada/lawyer).	☐	☐	☐	☐	☐

The following two vignettes describe two fairly typical situations that a teacher is likely to experience in teaching Hispanic children. Please read each vignette and comment on it.

27. In Ms. Alcalá's Head Start class, Jaime and Jorge are cousins. Jaime is a very able student, but Jorge is slower in catching on to what is expected of him. Frequently, Jaime finishes his work early and then completes his cousin Jorge's work for him so that he won't fall behind. Ms. Alcalá is concerned that Jorge will never learn to do his own work. What should she do?

28. Maria is four years old and speaks only Spanish. She likes the bilingual Head Start program she attends and she is bright and active, but she has not shown much interest in learning English. Both of her parents speak Spanish at home, although her father can speak a little English. Her teacher has visited the home and urged the family to spend some time every day speaking English so that Maria will be better prepared to enter kindergarten in the Fall. What is your reaction to this? What would you do in the teacher's situation?

Background Information

29. How many years of full-time teaching experience have you had?

	Less than 1 Year	1 - 2 Years	3 - 5 Years	More than 5 Years
Regular aide	☐	☐	☐	☐
Regular teacher	☐	☐	☐	☐
Bilingual aide	☐	☐	☐	☐
Bilingual teacher	☐	☐	☐	☐

30. How many years of part-time teaching experience have you had?

	Less than 1 Year	1 - 2 Years	3 - 5 Years	More than 5 Years	% time (e.g., 25%, 50%)
Regular aide	☐	☐	☐	☐	________
Regular teacher	☐	☐	☐	☐	________
Bilingual aide	☐	☐	☐	☐	________
Bilingual teacher	☐	☐	☐	☐	________

31. Circle the highest level of education you have completed on each line below and write in which city, state, or country you attended school.

		In which city, state, or country
Elementary or primary school	1 2 3 4 5 6 7 8	________________
Secondary School	9 10 11 12	________________
College	13 14 15 16	________________
Graduate School	17 18 19 20 More than 20	________________

32. Please check all diplomas or degrees which you hold:

( ) G.E.D.

( ) High School Diploma

( ) Bachelor of Arts Degree

( ) Bachelor of Arts and Teaching Credential

( ) Master's Degree or higher

( ) CDA Credential (regular)

( ) CDA Credential (bilingual/bicultural)

( ) Children's Center Permit

( ) Other (Specify) ________________

33. Do you hold any bilingual certification as a bilingual teacher or aide?

( ) Yes ( ) No

If so, what is the name of the certification? ____________________

What is the certifying agency? ____________________

When was the certification conferred? ____________________

34. Please check the following professional activities in which you have participated during the past year.

	Sponsored by
( ) Bilingual curriculum workshops	____________________
( ) College credit courses in bilingual education	____________________
( ) Inservice programs on bilingual education	____________________
( ) Cultural awareness workshops	____________________
( ) Other ____________________ (specify)	____________________

Approximately how many total hours did you spend in the above activities last year? ______________

35. Do you live in the neighborhood served by this Head Start center?

( ) Yes ( ) No

36. How long have you lived in the neighborhood where you now live?

____

37. What is your ethnic background?

_____ Hispanic

_____ American Indian or Alaskan Native

_____ Asian or Pacific Islander

_____ Black/Negro not of Hispanic Origin

_____ Caucasian/White not of Hispanic Origin

_____ Other

If Hispanic:

A. _____ Cuban American

B. _____ Mexican American

C. _____ Puerto Rican

D. _____ Dominican

E. _____ Other Spanish origin

38. Please indicate the country of birth of the following:

Yourself ______________________
Your mother ____________________
Your maternal grandmother ____________________
Your maternal grandfather ____________________
Your father ____________________
Your paternal grandmother ____________________
Your paternal grandfather ____________________

39. How many years have you lived in the United States? ________

40. (a) What was or is your father's usual occupation?

____

(b) Describe what kind of work he did or does?

____
____
____
____

41. (a) What was or is your mother's usual occupation?

____

(b) Describe what kind of work she did or does?

____
____
____
____

42. In which state or country did you first attend school as a child? ________________________

What language did you speak at that time? ________________

43. Which language did you prefer to speak when you were in secondary school? ____________________

44. Please check the language(s) used in your home:

Spanish Only	Usually Spanish, Sometimes English	Spanish & English About Equally	Mostly English, Sometimes Spanish	English Only	Other
☐	☐	☐	☐	☐	☐ ____________ (Specify)

45. Please check the language(s) in which you usually do the following:

	Spanish Only	Usually Spanish, Sometimes English	Spanish & English About Equally	Mostly English, Sometimes Spanish	English Only	Other	(Specify)
Listen to the radio	☐	☐	☐	☐	☐	☐	________
Watch television	☐	☐	☐	☐	☐	☐	________
Read newspapers & magazines	☐	☐	☐	☐	☐	☐	________
Watch movies	☐	☐	☐	☐	☐	☐	________

46. Please check the language(s) you usually speak in the following situations:

	Spanish Only	Usually Spanish, Sometimes English	Spanish & English About Equally	Mostly English, Sometimes Spanish	English Only	Other (Specify)
With spouse	☐	☐	☐	☐	☐	☐ ________
With friends	☐	☐	☐	☐	☐	☐ ________
With children or other family members in home	☐	☐	☐	☐	☐	☐ ________
At the market	☐	☐	☐	☐	☐	☐ ________
At community meetings or neighborhood gatherings	☐	☐	☐	☐	☐	☐ ________
At church	☐	☐	☐	☐	☐	☐ ________

47. Please check the language(s) you prefer (or would prefer) to use in the following classroom situations:

	Spanish Only	Usually Spanish, Sometimes English	Spanish & English About Equally	Mostly English, Sometimes Spanish	English Only	Other (Specify)
Informally talking to students	☐	☐	☐	☐	☐	☐ ________
Giving directions to students	☐	☐	☐	☐	☐	☐ ________
In small group instruction	☐	☐	☐	☐	☐	☐ ________
On the playground	☐	☐	☐	☐	☐	☐ ________

48. Please check the language(s) you usually speak in the following situations:	Spanish Only	Usually Spanish, Sometimes English	Spanish & English About Equally	Mostly English, Sometimes Spanish	English Only	Other	(Specify)
With bilingual staff in the classroom	☐	☐	☐	☐	☐	☐	________
In the lunchroom	☐	☐	☐	☐	☐	☐	________
With other teachers or administrators	☐	☐	☐	☐	☐	☐	________

CONFIDENCIAL
Para uso de oficina
Número de Iden. ________

CUENTIONARIO PARA MAESTROS

NOMBRE: ______________________________________ SEXO: M F

TITULO O POSICION ______________________________________

CENTRO DEL HEAD START: ______________________________________
Ciudad Estado

DIRECCION DE CASA ______________________________________

FECHA DE NACIMIENTO ______________________________
Mes Dia Año

FECHA EN QUE LLENO ESTE CUESTIONARIO ______________________________
Mes Dia Año

Estámos pidiendo a cada maestro y ayudante de maestro cuya clase es parte del Proyecto de Desarrollo del Program Bilingüe-Bicultural del Head Start, que llene este cuestionario. La información que nos aporte (ofrezca) nos servirá para aprender acerca del Head Start y de la educación bilingüe-bicultural (multicultural). Este cuestionario es largo debido a que necesitamos obtener toda clase de información que nos ayude a comprender a fondo este programa. También sabemos que algunos de Uds. no son bilingües, aunque Ud. no lo séa, por favor conteste a todas las preguntas lo más completo que le séa posible. Hémos tratado de formular (hacer) este cuestionario los más sencillo y posible de contestar. Si tiene algun comentario o sugerencia en algunas de las preguntas, por favor escríbalas junto a cada pregunta.

Sus respuestas se mantendrán en absoluta confidencia.

Las preguntas le serán leidas en español e inglés o ambos para estar seguro de la uniformidad entre los centros bajo este estudio y así cualquier pregunta que no haya sido aclarada se le puede explicar.

Gracias por su cooperación.

BORRADOR JUAREZ & ASSOCIATES

CUESTIONARIO PARA MAESTROS

1. ¿Ha enseñado antes en un programa bilingüe?

( ) Si ( ) No

2. a) ¿Cuáles cree que sean las mayores ventajas de ser bilingüe para una persona hispana que habla inglés de nacimiento?

____

____

b) ¿Cuáles cree que sean las mayores ventajas de ser bilingüe para una persona no-hispana que habla inglés de nacimiento? ________________________

____

c) ¿Cuáles cree que sean las mayores ventajàs de ser bilingüe para una personal que habla español de nacimiento?

____

____

3. ¿Cuáles crée que sean las razones importantes de tener un programa bicultural/multicultural para estudiantes que hablan inglés? ________________________

____

____

4. ¿Cuáles crée que sean las razones importantes de tener un programa bicultural/multicultural para estudiantes de habla hispana? ________________________

____

____

5. ¿QUE TAN IMPORTANTE ES:

(Por favor marque el cuadro apropiado)

	Muy Importante	Moderada Importancia	Neutral	Poca Importancia	No es Importante
(a) la participación de niños no-hispanos que hablan inglés en un programa que dá énfasis a más de una cultura?	☐	☐	☐	☐	☐
(b) la participación de niños hispanos de habla hispana, en un programa que dá énfasis a su propia cultura además de la cultura predominante?	☐	☐	☐	☐	☐
(c) que el niño continúe hablando español después de que el/ella domine el inglés?	☐	☐	☐	☐	☐
(d) que al niño, se le continúe enseñando en español despúes de que el/ella domine el inglés?	☐	☐	☐	☐	☐

6. En los siguientes comentarios, por favor indíque si está Ud.:

	ES IMPORTANTE QUE:	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
(a)	Un niño de habla hispana hable Español en la misma forma que lo hablan en su casa.	☐	☐	☐	☐	☐
(b)	Un niño de habla hispana hable Español en la misma forma que lo hablan en su comunidad.	☐	☐	☐	☐	☐
(c)	Un niño de habla hispana hable Español en la misma forma en que está escrito en los libros.	☐	☐	☐	☐	☐
(d)	Un niño que habla Inglés de nacimiento, hable Inglés en la misma forma que lo hablan en su casa.	☐	☐	☐	☐	☐
(e)	Un niño que habla Inglés de nacimiento, hable Inglés en la misma forma que lo hablan en su comunidad.	☐	☐	☐	☐	☐
(f)	Un niño que habla Inglés de nacimiento, hable Inglés en la misma forma en que está escrito en los libros.	☐	☐	☐	☐	☐
(g)	Un niño de habla hispana hable Inglés en la misma forma en que lo habla la comunidad norteamericana que lo rodea.	☐	☐	☐	☐	☐

ES IMPORTANTE QUE:

		muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
(h)	Un niño de habla hispana hable Inglés en la misma en que está escrito en los libros.	☐	☐	☐	☐	☐
(i)	Un niño que habla Inglés de nacimiento, hable Español en la misma forma en que lo hablan en la comunidad hispana que lo rodea.	☐	☐	☐	☐	☐
(j)	Un niño que habla Inglés de nacimiento hable Español en la misma forma en que está escrito en los libros.	☐	☐	☐	☐	☐

7. ¿En qué clase de escuela preferiría Ud. trabajar?

(a) Donde se hable más Inglés que Español. ☐

(b) Donde ambos idiomas se hablen por igual. ☐

(c) Donde se hable mas Español que Inglés. ☐

(d) No tengo preferencias. ☐

(Véa la página 5 para un ítem del post-test)

	Sobresaliente	Bueno	Regular	No Muy Bueno	Menos Que Bueno
8. ¿Basado en su experiencia, que nivel de habilidad académica espera Ud. de los niños en este Centro de Programa de Head Start?	☐	☐	☐	☐	☐

	Gran Habilidad	Habilidad Adecuada	Igual	Habilidad Limitada	Menos Habilidad
9. ¿Basado en su experiencia, cómo compararía Ud. el nivel académico de la mayoría de los niños de habla hispana con la mayoría de los niños que hablan inglés?	☐	☐	☐	☐	☐

10. Por favor indique en los siguientes comentarios si Ud. está:

	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
(a) La mayoría de los padres de los niños de habla hispana que Ud. conoce, hablan español en sus casas porque están recién llegados a este país y aún no han aprendido a hablar inglés.	☐	☐	☐	☐	☐
(b) La mayoría de los padres de habla hispana, hablan Español en sus casas porque aunque quisiéran hablar inglés no están muy en contacto con el idioma.	☐	☐	☐	☐	☐
(c) La mayoría de los padres de habla hispana que Ud. conoce, hablan en español en sus casas porque no ven la necesidad de hablar en ingles y no tratan de aprenderlo.	☐	☐	☐	☐	☐
(d) La mayoría de los padres de habla hispana que Ud. conoce, hablan en español en sus casas porque consideran que es muy importante hablar español por razones culturales y familiares.	☐	☐	☐	☐	☐

	Alentar Mucho	Alentar Poco	Ni Alentar Ni Desalentar	Desalentar Un Poco	Desalentar Mucho
11. ¿Hasta que punto se debería de alentar a los padres de habla hispana para que en sus casas hablen en inglés a sus hijos?	☐	☐	☐	☐	☐

	No es muy Difícil	Es un poco Difícil	Es Difícil	Es Muy Difícil	Es Demasiado Difícil
12. ¿Es acaso difícil alentar a los padres de esta comunidad, a que hagan todo lo posible para ayudar a la educación de sus hijos?	☐	☐	☐	☐	☐

	Demasiado Valor	Mucho Valor	Algo de Valor	Poco Valor	No Tiene Valor
13. ¿Cuánto valor crée Ud. que los padres de esta comunidad le dan a la educación de sus hijos?	☐	☐	☐	☐	☐

	No	Un Poco	Moderadamente	Considerablemente	Demasiado
14. ¿Crée Ud. que un niño se retrasa en la escuela por usar tiempo en aprender en dos idiomas en vez de usar el tiempo en otras cosas?	☐	☐	☐	☐	☐

Por favor indíque en los siguientes comentarios si Ud. está:

	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
15. En su opinión, el rol de los padres de familia en la educación de los hijos debe de ser:					
(a) Ayudar al maestro a decidir que se debe de enseñar y como.	☐	☐	☐	☐	☐
(b) Seguir las instrucciones del maestro sobre las actividades asignadas para la casa.	☐	☐	☐	☐	☐
(c) Proveér una atmósfera que estimule el aprendizaje.	☐	☐	☐	☐	☐
(d) Visitar la escuela cuando se le invita por el maestro o cuando hay "open house" (exposición).	☐	☐	☐	☐	☐
(e) Visitar la escuela en cualquier momento, siempre y cuando llame por teléfono con anticipación.	☐	☐	☐	☐	☐
(f) Visitar la escuela en cualquier momento que el padre lo desée, especialmente a menudo.	☐	☐	☐	☐	☐

	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
16. En su opinión el rol de los padres en la clase debe de ser:					
(a) Sentirse cómodo en mezclarse con lon niños y hacer cosas que séan apropiadas en el momento.	☐	☐	☐	☐	☐
(b) Seguir las instrucciones dadas por el maestro.	☐	☐	☐	☐	☐
(c) Dar lecciones o actividades sugeridas por los padres de familia pero aprobadas con anticipación por el maestro.	☐	☐	☐	☐	☐

Por favor indíque en los siguientes comentarios si Ud. está:

	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
17. En su opinión, es importante para un maestro conocer a los padres de sus alumnos porque.					
(a) Los padres son fuente de información de suma importancia.	☐	☐	☐	☐	☐
(b) Cuando la escuela y el hogar trabajan en conjunto, la educación del niño mejora.	☐	☐	☐	☐	☐
(c) Los padres pueden ayudar a los maestros a como enseñarle mejor a sus hijos.	☐	☐	☐	☐	☐

	muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy en desacuerdo
18. El método más efectivo para incluir a los padres de familia en su centro es:					
(a) Mandar notas bilingües a las casas y/o llamar para invitarlos al salón de clases cuando ellos lo deséen visitar.	☐	☐	☐	☐	☐
(b) Invitarlos a programas especiales de la escuela.	☐	☐	☐	☐	☐
(c) Proveer actividades bien organizadas o darles un rol específico en el centro.	☐	☐	☐	☐	☐

	De Extrema Importancia, El Progreso del Niño Depende de Esto	Mucha Importancia	Algo de Importancia	Poca Importancia	Sin Importancia, Probablemente No Tiene Efecto en el Progreso del Niño
19. ¿Cuánta importancia tiene que los padres de familia séan incluídos en la clase?	☐	☐	☐	☐	☐
20. Si los padres de familia no pueden participar en la clase ¿cuánta importancia tiene que la maestra tenga contacto frequente con los padres?	☐	☐	☐	☐	☐

	Si	Muchas Veces	A Veces	Pocas Veces	No
21. ¿Es acaso el trabajo del maestro tratar de incluír a los padres de familia en la escuela si ellos no parecen estar interesados?	☐	☐	☐	☐	☐

	Demasiado Exito	Considerable Exito	Algo de Exito	Poco Exito	Nada de Exito
22. ¿Cuanto éxito há tenido Ud. en incluír a los padres de familia en las actividades de sus hijos en la escuela?	☐	☐	☐	☐	☐

	Si, Definitivamente	La Mayoría de las Veces	A Veces	Un poco	No, No Ayudaría Mucho
23. ¿Podría Ud. desempeñar un trabajo mejor como maestro si tuviéra mas participación de los padres de familia?	☐	☐	☐	☐	☐

	Generalmente es Muy Acertada	Muchas Veces Es Acertada	A Veces es Acertada	Muchas Veces No Es Acertada	Generalmente No Es Acertada
24. ¿De acuerdo a su experiencia, es acertada la información que Ud. recibe de los padres de familia?	☐	☐	☐	☐	☐

Por favor indíque en los siguientes comentarios si Ud. está:

		muy de acuerdo	de acuerdo	neutral	en desacuerdo	muy de desacuerdo
25.	¿Cuál debe de ser el rol de la comunidad local en el programa bilingüe/bicultural del Head Start como el suyo?					
(a)	Personas de la comunidad deben visitar los salones de clases y trabajar con los niños.	☐	☐	☐	☐	☐
(b)	La comunidad debe apoyar projectos especiales y actividades benéficas para obtener fondos para el beneficio del programa.	☐	☐	☐	☐	☐
(c)	La comunidad debe proveer apoyo político, por ejemplo, escribir cartas y visitar a los políticos locales para ganar apoyo para el programa.	☐	☐	☐	☐	☐
(d)	La comunidad debe ser incluída para tomar decisiones concernientes a los fines y las operaciones de los programas del Head Start.	☐	☐	☐	☐	☐

26. Debido al tiempo limitado que un maestro tiene en el salon de clase para cubrir gran cantidad de material, él/ella tiene que estar decidiendo constantemente que es lo más importante para enseñar. En los siguientes ítemas, por favor considere cada una muy cuidadosamente y marque si es muy importante, importante, neutral, no muy importante, o no es importante en lo absoluto.

	Muy Importante	Importante	Neutral	No Muy Importante	No Es Importante
(a) Celebración de fechas Hispanas feriadas de importancia, (por ejemplo: el Día de San Juan, Cinco de Mayo).	☐	☐	☐	☐	☐
(b) Incorporación de costumbres Hispanas, (por ejemplo: piñatas en las celebraciones).	☐	☐	☐	☐	☐
(c) Enseñanza y discusión acerca de los roles especiales que existen para personas dentro de la cultura Hispana, (por ejemplo: comadres y compadres).	☐	☐	☐	☐	☐
(d) Discusión o/e inclusión de comidas que la gente de habla hispana come en sus casas.	☐	☐	☐	☐	☐
(e) La presencia de objetos en el salon de clase que refleján la cultura de los niños Hispanos (por ejemplo: sarape, guiro).	☐	☐	☐	☐	☐
(f) Lecciones que enseñan a los niños acerca de la variedad en el estilo de ropa entre la gente Hispana.	☐	☐	☐	☐	☐

	Muy Importante	Importante	Neutral	No Muy Importante	No Es Importante
(g) Enseñanza de cantos y bailes que reflejan la cultura Hispana.	☐	☐	☐	☐	☐
(h) Discusión o incorporación de los valores que la gente Hispana posee (por ejemplo: la importancia de la familia, respeto a las personas mayores).	☐	☐	☐	☐	☐
(i) Llevar a los niños a excursiones para que se relacionen con las actividades diarias de las personas Hispanas (por ejemplo: bodega/store, mercado/market place).	☐	☐	☐	☐	☐
(j) Ofrecer la oportunidad a los niños de conocer a los personajes importantes de la comunidad (por ejemplo: el médico/doctor, la abogada/lawyer).	☐	☐	☐	☐	☐

Las siguientes anécdotas describen dos situaciones típicas que una maestra que enseña a niños Hispahos probablemente va a confrontar. Por favor léa cada anécdota y haga un comentario sobre ella.

27. En la clase del Head Start de la Srita. Alcalá, Jaime y Jorge son primos. Jaime es un estudiante muy habil, pero Jorge es un poco lento en captar lo que se espera de él. Frequentemente, Jaime termina sus tareas rápidamente y después termina las tareas de su primo Jorge para que éste no se atrase. La Srita. Alcalá está preocupada de que Jorge nunca aprenda a hacer sus tareas. ¿Qué deberá hacer la Srita. Alcalá?

____

____

____

28. María tiene cuatro años y solo habla Español. A ella le gusta el programa bilingüe del Head Start donde está matriculada y es muy viva y activa, pero no demuestra mucho interés en aprender el Inglés. Sus padres hablan Español en la casa, a pesar que su papá habla un poco de Inglés. Su maestra ha visitado a la familia y les há pedido que traten de hablarle a María, en Inglés todos los días para que ella esté mejor preparada en el idioma cuando ingrese al Kindergarten en el Otoño. ¿Cuál es su reacción sobre ésto? ¿Qué haría Ud. en la situación de la maestra?

____

____

____

Información Acerca de Su Experiencia

29. ¿Cuántos años de experiencia tiene Ud. enseñando full-time?

	Menos de 1 Año	1 - 2 Años	3 - 5 Años	Más de 5 Años
Ayudante Regular	☐	☐	☐	☐
Maestro Regular	☐	☐	☐	☐
Ayudante Bilingüe	☐	☐	☐	☐
Maestro Bilingüe	☐	☐	☐	☐

30. ¿Cuántos años de experiencia tiene Ud. enseñando part-time?

	Menos de 1 Año	1 - 2 Años	3 - 5 Años	Más de 5 Años	% tiempo (e.g. 25%, 50%)
Ayudante Regular	☐	☐	☐	☐	☐
Maestro Regular	☐	☐	☐	☐	☐
Ayudante Bilingüe	☐	☐	☐	☐	☐
Maestro Bilingüe	☐	☐	☐	☐	☐

31. Marque con un círculo el nivel de educación más alto que Ud. haya terminado y en cada línea escriba en que ciudad, estado o país lo estudió.

		¿En qué ciudad, estado o país?
Primaria	1 2 3 4 5 6 7 8	______________
Escuela Secundaria	9 10 11 12	______________
Colegio Universitario	13 14 15 16	______________
Colegio Graduado	17 18 19 20 Más de 20	______________

32. Por favor marque todos los diplomas o títulos que Ud. posee:

( ) G.E.D.

( ) Diploma de Secundaria

( ) Título Universitario (B.A.)

( ) Título Universitario (B.A.) y Credencial para Enseñar

( ) Título de Maestría (Master's) o más alto

( ) CDA, Credencial (regular)

( ) CDA, Credencial (bilingüe/bicultural)

( ) Otro (Especifíque) ______________

____

33. ¿Posée Ud. algun certificado bilingüe como maestro bilingüe o ayudante?

( ) Sí ( ) No

De ser así, ¿cuál es el nombre del certificado? ______________

¿Cuál es la agency que lo otorgó? ______________

¿Cuándo fué otorgado este certificado? ______________

34. Por favor indique las actividades profesionales en las cuales Ud. participó durante el año pasado.

	Dirigido Por:
( ) Seminarios de Programas Bilingües	
( ) Seminarios de Programas Bilingües	______________________
( ) Cursos Universitarios en Educación Bilingüe	______________________
( ) Seminarios en Educación Bilingüe	______________________
( ) Seminarios de "cultural awareness"	______________________
( ) Otro ________________ Especifíque	______________________

35. ¿Vive Ud. en la vecindad de este centro de Head Start?

( ) Sí ( ) No

36. ¿Cuántos años há vivido en la vecindad donde vive ahora?

____

37. ¿Cuál es su origen étnico?

____ Hispano

____ Indio Americano o Nativo de Alaska

____ Asiático o Isleño del Pacifico

____ Negro/Origen No-Hispano

____ Caucáseo/Blanco, Origen No-Hispano

____ Otro

Si es Hispano:

A. ____ Cubano-Americano

B. ____ Mexico-Americano

C. ____ Puertorriqueño

D. ____ Dominicano

E. ____ De otro origen Hispano

38. Por favor, indique el país de nacimiento de los siguientes.

El Suyo ____________________

Su madre ____________________

Su abuela materna ____________________

Su padre ____________________

Su abuelo materno ____________________

Su abuelo paterno ____________________

39. ¿Cuántos años há vivido Ud. en los Estados Unidos? ____________

40. (a) ¿Cuál fué o es la ocupación usual de su padre?

____

(b) Describa el trabajo que el desempeñaba o desempeña.

____

____

41. (a) ¿Cuál fué o es la ocupación usual de su madre?

____

(b) Describa el trabajo que ella desempeñaba o desempeña.

____

____

42. ¿Cuándo era niño, en que estado o país asistió Ud. por primera vez a la escuela?

____

43. ¿Qué idioma hablaba entonces? ________________________

44. Por favor indíque que idioma(s) se usa(n) en su casa:

Español Solamente	Generalmente Español, A Veces Inglés	Español e Inglés por Igual	Generalmente Inglés, A Veces Español	Inglés Solamente	Otro (Especifíque)
☐	☐	☐	☐	☐	☐

45. Por favor indíque el idioma(s) en el que generalmente Ud. hace las cosas siguientes:

	Español Solamente	Generalmente Español, A Veces Inglés	Español e Inglés por Igual	Generalmente Inglés, A Veces Español	Inglés Solamente	Otro (Especifíque)
Escuchar el radio	☐	☐	☐	☐	☐	☐
Ver televisión	☐	☐	☐	☐	☐	☐
Leer periódicos y revistas	☐	☐	☐	☐	☐	☐
Ver películas de cine	☐	☐	☐	☐	☐	☐

46. Por favor indíque el idioma(s) en el que generalmente Ud. habla en las situaciones siguientes:

Con su esposa/o	☐	☐	☐	☐	☐	☐
Con amistades	☐	☐	☐	☐	☐	☐
Con niños u otros miembros de la familia en casa	☐	☐	☐	☐	☐	☐
En el mercado/marketa	☐	☐	☐	☐	☐	☐
En juntas de la comunidad o reuniones sociales en la escuela	☐	☐	☐	☐	☐	☐
En la iglesia	☐	☐	☐	☐	☐	☐

47. Por favor indíque el idioma(s) en el que Ud. prefiere (o preferiría) hablar en las siguientes situaciones.

	Español Solamente	Generalmente Español, A Veces Inglés	Español e Inglés por Igual	Generalmente Inglés, A Veces Español	Ingles Solamente	Otro (Especifíque)
Hablar con los estudiantes informalmente	☐	☐	☐	☐	☐	☐
Dar instrucciones a los estudiantes	☐	☐	☐	☐	☐	☐
En pequeños grupos de instrucción	☐	☐	☐	☐	☐	☐
En el patio de recreo	☐	☐	☐	☐	☐	☐

48. Por favor indíque el idioma(s) en el que generalmente Ud. habla en las situaciones siguientes:

En la clase, con los compañeros de trabajo que son bilingües	☐	☐	☐	☐	☐	☐
En la cafetería durante el almuerzo	☐	☐	☐	☐	☐	☐
Con otros maestros o administradores	☐	☐	☐	☐	☐	☐

APPENDIX H

Reliability Estimates for Child Test Battery

Table H-1

Correlations for Spanish- and English-Preferred Children*
among First Language Performance Measures

	Language Check (LC)	Socioemotional (SER)	Perceptual Motor Skill Assessment (PMS)	Concept Development (PSI)	Language Comprehension (COMP)	Narrative Production (NP)	Narrative Quality (NQ)	Description Task (DT)	Age	$\bar{X}$	SD
LC		.40	.19	.49	.29	.28	.38	.26	.11	13.04	2.05
SER	.32		.19	.46	.23	.36	.48	.27	.45	17.39	3.12
PMS	.25	.32		.36	.14	.12	.23	.17	.05	3.62	.81
PSI	.53	.46	.47		.44	.22	.39	.46	.22	13.12	4.91
COMP	.26	.10	.09	.39		.08	.19	.19	.10	7.79	2.64
NP	.24	.24	-.02	.15	.08		.69	.11	.01	44.20	33.22
NQ	.35	.35	.16	.33	.11	.69		.29	.01	10.19	4.09
DT	.36	.28	.28	.56	.25	.26	.44		.19	2.47	1.34
AGE	.08	.19	.11	.26	.15	.04	.10	.18		51.78	4.27
$\bar{X}$	13.60	17.75	3.37	14.32	7.06	45.34	10.01	2.84	51.39		
SD	2.09	3.38	.97	5.31	2.59	33.07	3.92	1.35	4.08		

*Upper diagonal = Spanish preferred (N = 324)
Lower diagonal = English Preferred (N = 224)

Table H-2

Correlations for Spanish- and English-Preferred Children* among Second Language Performance Measures

	Perceptual Motor Skill Assessment (PMS)	Concept Development (PSI)	Language Comprehension (COMP)		$\overline{X}$	SD
PMS		.85	.21	Spanish	.98	1.52
PSI	.86		.29		4.05	5.62
COMP	.46	.52			6.07	3.26
		English				
$\overline{X}$	1.13	3.57	4.41			
SD	1.58	4.92	3.53			

*Upper diagonal = Spanish preferred (N = 324)
Lower diagonal = English preferred (N = 224)

Table H-3

Internal Consistencies on the Child Test Battery for English Speakers (N = 222)

MEASURE	α
Socioemotional	0.85
Language Check	0.64
PERCEPTUAL MOTOR SKILLS	
E-PMA	0.91
S-PMA	0.62
CONCEPT DEVELOPMENT	
PSI-S	0.91
PSI-E	0.84
LANGUAGE COMPREHENSION	
LTS	0.50
EEC	0.80
LANGUAGE PRODUCTION	
PT2A- Description Task	0.46
PT3B- Narrative Quality	0.80

Table H-4

Internal Consistencies on the Child Test Battery for Spanish Speakers (N = 324)

MEASURE	α
Socioemotional *	0.86
Language Check	0.57
PERCEPTUAL MOTOR SKILLS	
S-PMA	0.70
E-PMA	0.91
CONCEPT DEVELOPMENT	
PSI-S	0.80
PSI-E	0.93
LANGUAGE COMPREHENSION	
LTS	0.72
EEC	0.52
LANGUAGE PRODUCTION	
PT2A-Description Task	0.40
PT3B-Narrative Quality	0.82

*Socioemotional had only 322 respondents.